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VOCATIONAL AND ECONOMIC SUCCESS OF
MALE HIGH SCHOOL DROP-OUTS

A Thesis

Presented to

The Faculty of Graduate Studies

University of Alberta

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

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April, 1965

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend
to the Faculty of Graduate Studies for acceptance, a thesis entitled:

VOCATIONAL AND ECONOMIC SUCCESS OF
MALE HIGH SCHOOL DROP-OUTS

submitted by Gordon Bishop Vincent, in partial fulfillment of the
requirements for the degree, Master of Education.

ACKNOWLEDGEMENTS

The writer wishes to thank his advisor, Dr. D. B. Black, for his encouragement, guidance, and interest during the research, treatment of data, and preparation of the manuscript for this study. Appreciation is also expressed to the two other members of the Thesis Committee, Dr. H. Zentner and Dr. W. D. Dennenmaier.

I am deeply indebted to my wife, Thelma, for her assistance, encouragement, and patience during the research and preparation of this study, and to my mother, Mrs. Jean Vincent for her assistance in the preparation of the manuscript for printing.

VOCATIONAL AND ECONOMIC SUCCESS OF
MALE HIGH SCHOOL DROP-OUTS

ABSTRACT

This study investigated a group of 154 high school drop-outs, six years after they dropped out of the Calgary high schools during the 1957-1958 school year. The investigation sought to discover how these drop-outs succeeded vocationally and economically, while also investigating, to some extent, the educational experiences of the group. The investigation was conducted primarily by a structured interview of seventy-four drop-outs remaining in the Calgary area, and their employers.

Six hypotheses were established with the following conclusions:

1. As a group the drop-outs had succeeded vocationally.

There was no marked unemployment or job mobility, while financial remuneration among the group was above the national average. Most of the group had jobs in which they expressed satisfaction and which held opportunities for advancement. Unemployment was not a major factor in their vocational careers.

2. Economically the group was found to have fared well, as they had succeeded in gathering about themselves a satisfactory supply of material goods as well as receiving satisfying financial remuneration from their jobs.

3. The attitudes of the group were found to be positive in relation to work and to their employers or superiors. There seemed to be little general negativism among the group. The majority of employers were well satisfied with the drop-outs as working personnel.

4. The level of education attained by the drop-out did not seem to concern most employers interviewed. This would be qualified as it is obvious employers would require that educational level which would equip the drop-out with at least the basic tools of communication. However, personal characteristics such as industriousness, conscientiousness, ambition, and ability to get along with others were considered by employers as the most important assets for the drop-out employees rather than the amount of formal education.

5. Negative attitudes toward school or education in general were not indicated by the drop-out group. In contrast, most of the drop-outs had made some attempt to up-grade their educational level, some even having attended, or were in the process of attending university. In addition to the general up-grading which had gone on, most of the drop-outs were planning on still more education.

6. A significant relationship was discovered between high intelligence and vocational success which would indicate that intelligence had a direct bearing on the vocational success of this group of drop-outs.

This study failed to confirm five of the guiding hypotheses. The group was found to be both vocationally and economically success-

ful and had taken their places in the adult world with no unusual difficulties. At no time was there any evidence to suggest that the drop-outs studied were dependent upon either public or private welfare.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, DEFINITION OF TERMS AND HYPOTHESES.....	1
Introduction.....	1
The Problem.....	1
The General Problem.....	1
The Specific Problem Studied.....	2
The Purpose of the Study.....	2
The Value of a Delayed Post-School Drop-Out Study..	2
Definition of Terms Used.....	3
Hypotheses.....	4
II. A REVIEW OF THE LITERATURE.....	5
Introduction.....	5
The Extent of the Drop-Out Problem.....	5
Drop-Outs in the United States.....	5
The Drop-Out Incidence in Canada.....	6
Summary.....	7
A Review of the Causes and Factors Related to Drop-	
Out.....	8
Summary.....	16
Reduction and Prevention of Drop-Out.....	17
What Can Be Done to Prevent or Reduce Drop-Out?..	17
What Has Been Done to Cope With the Problem of	
Drop-Out?.....	23
Summary.....	24

CHAPTER	PAGE
Following the Drop-Out After Withdrawal.....	25
Summary.....	28
Conclusion.....	28
III. RESEARCH, DESIGN AND PROCEDURES.....	29
Design.....	29
Research Design.....	29
The Population.....	29
The Instruments Used in Data Gathering.....	29
Procedure for Data Gathering.....	30
Identifying the Drop-Out Group.....	30
Contacting the Drop-Outs.....	30
Pre-Interview Preparation.....	31
Interviewing the Employers.....	31
Type of Data.....	32
Analysis of the Data.....	32
IV. THE TOTAL DROP-OUT GROUP AND THE SAMPLE.....	35
Introduction.....	35
The Equivalence of the Interviewed and Non-Interviewed Samples.....	36
General Observations of the Drop-Out Group	
Interviewed.....	41
Attitudes.....	41
Marital Status.....	41

CHAPTER	PAGE
Ages.....	41
Mental Ability.....	42
Conclusion.....	43
V. THE DROP-OUT AND HIS SCHOOL EXPERIENCES.....	45
Introduction.....	45
General Feeling of the Drop-Outs Towards Their Past- School Experiences.....	46
The Drop-Outs and Their Achievement in School Subjects.....	47
The Drop-Outs and Extra-Curricular Activities.....	48
Why the Drop-Outs Left School.....	50
Counselling and Guidance Services and the Drop-Out....	51
Conclusion.....	58
VI. THE DROP-OUT AND FURTHER EDUCATION.....	60
Introduction.....	60
Drop-Outs and Continued Education.....	60
Sources of Information Regarding Educational Opportunities.....	63
Conclusion.....	64
VII. THE VOCATIONAL EXPERIENCES OF THE DROP-OUTS.....	66
Introduction.....	66
Employment and Unemployment.....	66
Drop-Out Vocations.....	68
Vocational Satisfaction.....	70

CHAPTER	PAGE
Conclusion.....	72
VIII. THE VOCATIONAL SUCCESS OF THE DROP-OUT.....	74
Introduction.....	74
The Criteria of Vocational Success.....	74
Applying the Criteria to Vocational Success.....	75
Job Mobility or Stability.....	75
Job Satisfaction.....	76
Financial Remuneration.....	77
The Employer Appraisal, An Exterior Criterion of	
Success.....	78
Introduction.....	78
Vocational Opportunities for the Drop-Outs.....	78
The Employer Evaluates the Drop-Out as a	
Worker.....	79
Conclusion.....	81
IX. THE ECONOMIC SUCCESS OF THE DROP-OUT GROUP.....	82
Introduction.....	82
Criteria Used.....	82
Findings.....	83
Possession of a Car.....	83
Insurance, Investments and Bank Savings.....	83
Real Estate.....	84
Other Assets.....	84
Total Worth of Accrued Assets.....	84

CHAPTER	PAGE
Conclusion.....	85
X. FACTORS ASSOCIATED WITH DROP-OUT SUCCESS.....	87
Introduction.....	87
Variables Considered.....	87
Findings.....	88
Intelligence.....	88
Credits Earned in School.....	88
Past-School Experiences.....	89
Time of Drop-Out.....	89
More Education Obtained Since Drop-Out.....	89
Marital Status.....	89
Interrelationship of Criteria.....	91
Conclusion.....	91
XI. THE DROP-OUT AS A CONTRIBUTING MEMBER OF SOCIETY: A	
SUMMARY OF FINDINGS AND CONCLUSIONS.....	93
Introduction.....	93
The Criteria.....	93
Applying the Criteria.....	94
Level of Education.....	94
Vocational Success.....	94
Economic Success.....	95
Replying to the Hypotheses.....	96
Statistical Analysis of Relationships.....	98
Conclusion.....	99

CHAPTER	PAGE
XII. GENERAL OBSERVATIONS AND AREAS FOR FURTHER STUDY.....	101
Introduction.....	101
Questions Arising from the Study.....	101
Are Drop-Outs Really Penalized?.....	101
Are Our Schools' Curricular Offerings Adequate?....	102
Is Our Guidance and Counselling Service Adequate?..	103
Are the Schools Combatting the Drop-Out Problem?...	103
Should Teachers Be Counsellors?.....	104
Is Adult Education the Answer to the Drop-Out	
Problem?.....	105
Should High Schools Reorganize into Semester	
Systems?.....	105
Areas for Further Study.....	106
Conclusion.....	107
BIBLIOGRAPHY.....	108
APPENDIX A.....	112
APPENDIX B.....	125

LIST OF TABLES

TABLE	PAGE
I. School Enrollments and Drop-Out Totals.....	35
II. Drop-Out Totals by Schools and the Disposition of Drop-Outs in Relation to Availability for Interview.....	36
III. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample in Relation to Mental Ability Test Results.....	37
IV. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample in Relation to Age.....	38
V. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample in Relation to the Number of Subject Credits Earned.....	38
VI. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample in Relation to the Year of Drop-Out... ..	39
VII. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample in Relation to Month of Drop-Out.....	39
VIII. Chi Square Analysis of Difference Between Interviewed Sample and Non-Interviewed Sample and Non-Interviewed Sample in Relation to the School From Which the Drop-Out Occurred.....	40

TABLE	PAGE
IX. Summary of Statistical Analysis of Six Factors Common to Both the Interviewed and Non-Interviewed Drop-Out Samples.....	40
X. Marital Status and Number of Children of the Drop-Outs...	41
XI. Present Ages of Drop-Outs and Ages at the Time of Drop-Out.....	42
XII. Distribution of Otis I.Q.'s of the Drop-Out Sample Compared to That of the Normal Population.....	43
XIII. Memories of School Experiences by the Drop-Out Group by School Level.....	47
XIV. Best Liked Subject by Area of the Drop-Outs in Junior and Senior High School.....	49
XV. Drop-Out's Indicated Degree of Participation in Extra-Curricular Activities by School Level.....	50
XVI. Drop-Out Evaluation of the Ease With Which Counsellors Could Be Approached, by School Level and Problem Area.....	52
XVII. Evaluation of the Counsellors' Assistance by the Drop-Out.....	55
XVIII. Counselling Assistance at the Drop-Out Occasion.....	57
XIX. Incidence of Unemployment Among Drop-Outs.....	67
XX. Length of Periods of Unemployment of the Drop-Outs.....	68
XXI. Vocational Classifications of the Drop-Out Group.....	69

TABLE	PAGE
XXII. Past and Present Vocational Satisfaction of the Drop- Out.....	70
XXIII. Drop-Outs' Length of Employment in Their Present Positions.....	76
XXIV. Financial Remuneration of the Drop-Outs.....	78
XXV. Total Asset Values of the Drop-Outs.....	85
XXVI. Summary of Tests of Significance Examining the Relation- ships Between Six Measures of Vocational Success and Eight Other Variables... ..	90

LIST OF FIGURES

FIGURE	PAGE
1. Example of Contingency Table and Chi Square Computation....	34

VOCATIONAL SUCCESS OF MALE HIGH SCHOOL DROP-OUTS

CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS AND HYPOTHESES

Introduction. As a result of the increasing complexity of our modern society, there is a steadily mounting demand placed upon educational systems to produce individuals with the skills necessary to meet the demands of society through research and investigation of the many problems confronting education today. This study has sought to answer questions regarding one of the more common and serious problems presently troubling our school systems and the society they serve.

I. THE PROBLEM

The general problem. Student attrition is considered to be a major educational problem, and one which has been viewed with much alarm. This concern has given rise to considerable action by Federal and provincial governments and even on the local school level. Not only does student attrition result in the release of inadequately trained members into the working force, but it may be doing so at a time when there is a rapidly expanding need for increased training for all individuals. Consequently, while educational requirements

have increased for each individual, there remains a large percentage of individuals whom the schools may have failed to retain and educate to any point near their full potential.

The specific problem studied. Amid the plethora of research on the question of student attrition, one area has not been too intensively studied. This is the area concerned with the circumstances of the drop-out after several years have passed following the time of dropping out. While it is generally considered that the era of the self-made man of the Horatio Alger mold is no longer current, it is still possible that some drop-outs could exhibit the same rags-to-riches tendencies of the Alger characters. Conversely, most, if we are to believe the "stay-in-school" campaigns, become real burdens to themselves and to society. It is highly likely that some drop-outs could and do fill very satisfactory vocational roles which do not demand too great a formal education, or roles for which the present school programs do not provide adequate training.

The purpose of the study. The purpose of this study is to add to the body of knowledge concerning that group of students who leave school prior to graduation. More specifically, the study was designed to investigate the vocational and economic success of drop-outs after an interval of several years had elapsed following the time of drop-out.

The value of a delayed post-school drop-out study. The value of this study is that it adds to the general accumulation of information

concerning drop-outs and, particularly, in an area where few studies have been carried out. The study reveals the vocational successes or failures of a selected group of high school drop-outs. It also contributes some insight into the attitudes and ideas of these drop-outs after time has matured their judgment and added perspective to their thinking. Basically, the value of the study is that it indicates whether early school leaving is a determinant of economic and vocational success.

II. DEFINITIONS OF TERMS USED

Most of the terms used in this study are familiar enough to make clarification unnecessary. However, two terms, "drop-out" and "success" need some comment and explanation because of their special use.

The term drop-out is generally understood to mean those individuals who leave school previous to some accepted stage of education. For most, this means previous to high school graduation, but for others, this means previous to the completion of technical school, college or university. The drop-outs, upon whom this study concentrates, are defined as former high school students, who, after obtaining at least seventy high school course credits, enough to allow them to have been considered potential matriculation or diploma graduates, failed to return to their school the following year to complete their programs.

The term success is one obviously given to subjective interpretation. In this study vocational and economic success is widely interpreted as the general satisfaction of the individual with his circumstances, and a fairly positive relationship between what could be expected of the individual and the actual situation.

III. HYPOTHESES

In order to give direction to the study, certain hypotheses were drawn. The major hypothesis could be simply stated as a negative or positive statement: drop-outs do not succeed vocationally and economically, or drop-outs do succeed vocationally and economically. However, since success or failure is a result of many factors, the guiding hypotheses established for this study were:

1. Failure of an individual to complete his education is paralleled by vocational failure.
2. Failure of an individual to complete his education is paralleled by low economic achievement.
3. Attitudes toward work and employers or superiors generally tend to be negative on the part of the drop-out.
4. Employers generally do not hold the drop-out in as high a regard as the graduate, nor do they as readily consider these individuals for promotion.
5. There is a tendency for the drop-out to maintain a negative attitude toward the value of an education.
6. Vocationally successful drop-outs are of a higher intellectual calibre than the less successful group.

CHAPTER II

A REVIEW OF THE LITERATURE

I. INTRODUCTION

This chapter outlines the literature relative to the drop-out problem and is planned so that the specific literature concerned with each aspect of the general problem is reviewed. Its outline is as follows:

1. Numerical data on the extent of the drop-out problem
2. Causes of drop-outs and factors related to the incidence of drop-outs
3. Studies concerned with the reduction or prevention of drop-outs
4. Studies which follow the drop-outs after their withdrawal from school
5. Conclusion and summary of findings

II. THE EXTENT OF THE DROP-OUT PROBLEM

Drop-outs in the United States. Most American writers, when discussing drop-out, are greatly concerned with the seriousness and future consequences of this problem and quote figures on national, state, county and city situations to give impact to their views. In a handbook for teachers, Allen gives the reader an overall look at the figures for drop-out in the United States. He shows that,

...for every 1000 fifth graders in the nation, 482 leave school before completing the twelfth grade. In 1940 the dropout rate was 54.5 for every 1000 youngsters who had been in the fifth grade in 1933. Today it is 54 percent. (Allen, 1956, pp. 5-6).

The seriousness of the drop-out problem varies from one area to another even in a single school system. In the United States, Allen highlights this fact by showing the extreme cases to illustrate his point. He indicates that the State of Wisconsin has the lowest drop-out problem, losing only 200 students in 1000, while, at the other extreme is the State of Georgia which lost 770 students out of each 1000 students, both studies being based on the 1933 class of grade five students. (Allen, 1956, p.6)

Continuing, Allen found that school-to-school variability is also great. He cites a study of the schools in one district of Illinois in which the variability between two schools was from one drop-out for every ten students, to eight drop-outs for every ten students. (Allen, 1956, p.6) The overall retention rate for the United States was given by Lazerte (1954, p.20) as 70.3 per cent.

The drop-out incidence in Canada. Canada has even more reason for concern about this problem than has the United States. The Canadian Research Committee on Practical Education found that, "for every 100 boys and 100 girls who reach grade VII, 59 boys and 51 girls become drop-outs." (C.E.A., 1950, p.11)

Lazerte's 1954 study of the drop-out incidence in Canada showed a wide variation of retention rates for the ten provinces. These rates ranged from 0.3 per cent in Newfoundland to twenty-eight per cent for Alberta, the latter province being closely

followed by British Columbia with a retention rate of twenty-six per cent (Lazerte, 1954, p.20) A more recent study carried out by the Dominion Bureau of Statistics (D.B.S.) indicates retention ranging from two per cent in Newfoundland to fifty per cent for British Columbia, Alberta having improved its retention rate in relation to the findings of the 1954 study but failing to parallel the improvement of British Columbia. (D.B.S., 1960, p.28)

The situation in the province of Alberta was summarized by Clarke who indicated that, of a sample of 100 grade one students, only twenty-five would secure a high school diploma, seventy-five would reach grade nine, and only five would attend university (Clarke, 1956, p.9). Two other studies of the Alberta situation were completed by Gushaty (1952) and by Nearing (1956) which tend to support the findings of Clarke, cited above. A longitudinal study by Black, MacArthur and Paterson which followed the June, 1946 class of Grade one students found that "about fifty-six per cent had, by June, 1957, dropped out of all forms of elementary, secondary, or post school education." (Black, MacArthur & Paterson, 1961, p.4)

Summary. There is a general concern in both Canada and the United States over the high proportion of drop-outs. In some cases this concern results in action, but unfortunately far too often, the concern remains purely academic. Studies are made, their results filed, and their recommendations ignored. Perhaps

McGee has struck the right note in explanation of this when he says,

... a narrow concept of education and the desire to maintain high standards for the school has resulted in many drop-outs and in a lower than necessary level of educational accomplishment for the community. (McGee, 1953, p.483)

Such an attitude as the above tends to weaken the efforts of progressively-minded educators who would propose and carry out solutions.

III. A REVIEW OF THE CAUSES AND FACTORS RELATED TO DROP-OUT

Someone has correctly said that knowledge leads to power, and without changing the meaning of the statement it could also be said that knowledge leads to control. A vital approach aimed at solving the problem of drop-out, is the diagnosis and prognosis of the trouble. It is in this area that the literature related to drop-out seems most profuse as investigators have realized the importance of this aspect.

The causes and related factors of drop-out are numerous. It is sometimes difficult to differentiate between what is considered a cause and what is a related factor. All are complexly interwoven, and the intricacies are increased by the variability of the factors among individuals and within the same individual at various times.

Young (1954) considers the following factors related to the incidence of drop-outs:

1. Overage
2. Sex
3. Race or national background
4. Type of home environment
5. Parental occupation
6. Experience with success and failure
7. Low measured mental ability
8. Occupational interest of student
9. Low reading ability
10. Financial difficulties
11. Low academic aptitude

He also draws an interesting composite of the typical drop-out found in his particular situation as follows:

The drop-out would be a Spanish-American girl 16.5 years of age. She comes from a large family who live in the oldest or "slum" section of Tuscon. The breadwinner of the family is a laborer, and the home might be broken by death or separation. She has an I.Q. in the eighties, reads at the seventh grade level, and made below average marks during the ninth grade. There was not enough money to keep her in high school, so she got a job to help support her family. The cultural pattern of her home was such as to give her no encouragement to continue in school. (Young, 1954, pp. 90-92)

Hohol, (1954) in his broad survey of the literature related to the drop-out problem divides the factors of drop-out in two divisions, as follows:

Main associated factors

1. Economic factors
2. Occupational status of parents
3. Intelligence
4. Sex
5. Home environment
6. Personality factors
7. Extra-curricular participation
8. Pupil-parent attitudes

Predictive factors

1. Scholarship regression
2. Grade failures
3. Progressively increasing absenteeism
4. Student mobility
5. Insecurity and a lack of a feeling of belonging to the school group
6. Lack of interest in school

Rancier, (1962) in his case study approach to drop-outs carried out in a rural school division in Alberta, found the reasons given by these drop-outs to be:

1. Dissatisfaction with the lack of practicality in present school curricula and a need for more vocational education.
2. The pull of outside attractions such as girl friends and the desire for independence.
3. The financial difficulties of continuing on in school although Rancier considered this reason to be weakened by the overtone of rationalization.
4. The dislike of teachers which seemed paralleled by a lack of interest in the drop-out by the teachers.
5. The reflection by the student of poor home attitudes and a lack of parental encouragement.
6. Personality factors which result in the social isolation of the individuals

Similar findings to the above were revealed by Snapp using school records and interviews with both the drop-out and the parents.

The identifying factors he found were:

1. Students generally had a low scholastic aptitude.
2. Most students experienced reading difficulties.
3. An unusual number of broken homes were found in the group.
4. There was a marked degree of grade regression.

Other reasons outlined by Snapp, some of which were given by the parents, were:

1. Lack of money in the home
2. Lack of home encouragement

3. School subject and teacher dislikes
4. Lack of identification by the student with the school, or the group (Snepp, 1956, pp.49-54)

In a unique approach to the drop-out problem, Gushaty (1952) studied why drop-outs in Alberta stayed in school as long as they did. The following reasons were given:

1. The school was considered of some value in the preparation of the student for a job.
2. The earlier school years were enjoyable.
3. It was the natural thing to do.
4. The parents insisted that the student go to school.

The Canadian Research Committee on Practical Education as reported by Black, MacArthur and Paterson (1961) carried out a study to find why students dropped out of school. The reasons were obtained from the drop-outs by the teachers or principals of the students. These reasons were given by the students at the time of drop-out:

1. Reasons relating to the school:
Lack of interest in school work
Insufficient ability to do school work
Unsuitability of curriculum.
2. Economic reasons:
Desire to earn money for self
Inadequacy of family income
Required to help at home
3. Personal reasons:
Indifferent attitude of parents
Opportunity for a good position
Personal or psychological maladjustment
Others

A follow-up study by the same Research Committee approached the same drop-outs two years following their time of drop-out to again

ascertain their reasons for leaving school. The reasons given at this later date were:

1. Reasons relating to school:
 - Lack of interest
 - Preferred work to school
 - Failing or repeating
 - Curriculum or subjects
 - Teachers
2. Economic reasons:
 - Family income
 - Need of help at home
 - Desire to earn
3. Personal reasons:
 - Good position appeared
 - Sickness
 - Attitude of parents
 - Others

Black et al (1961) point out that when the reasons were combined into three major categories in both the studies of the Canadian Education Association the most important reasons for leaving school were those relating to the school with economic and personal reasons being of less importance. (Black, MacArthur & Paterson, 1961, pp. 15-16)

The interrelationship of the drop-out factors and their complexities can be demonstrated by examining one of these factors. For example, social maladjustment is often given as a cause of drop-out. But what factors lie behind this? Following are some of the factors which are said to lie behind social maladjustment:

1. Low mental ability
2. Physical disability
3. Physical unattractiveness
4. Low (or high) socio-economic status depending on the peer group making up the school population
5. Residence mobility which makes constant readjustment necessary for the student

6. Parental occupation
7. Poor health
8. Home environment
9. Group or racial origins

A similar breakdown could be made for many of the other causes related to drop-out.

More recently there has appeared in the literature a new direction in identifying drop-outs with a more psychological-sociological orientation. Andrews speaks of a drop-out syndrome and gives priority to the factor of socio-economic background while including three other factors such as low academic ability, poor attitudes, and no real motivation. (Andrews, 1963, pp.10-12)

Millard goes even further, stating that early school leaving is symptomatic of a more basic disorder in social adaption and functioning. The usual reasons offered by drop-outs for their withdrawal from school are often rationalizations to cover up more fundamental conflicts. More basic reasons for withdrawal include fear, anxiety, inferiority, hatred, aggressions, guilt and mental disorders. (Millard, 1964, pp.343-346) Along the same vein, Deno introduces the term "social alienation" saying the drop-outs are "alienated by us (teachers) in that we hold them off at arms length because we do not understand the premises of their behaviour." (Deno, 1963, p.12)

Porter also seems to stress the psycho-social aspects of the problem as he outlines common identifying factors particular to most drop-outs. His major points of drop-out identification

include:

1. Residence located in an area of low socio-economic status.
2. Non-involvement in part-time work.
3. Poor personal adjustment, immaturity, irresponsibility, as well as an inability to gain status.
4. Socially withdrawn and aggressive, a non-leader with little or no involvement in extra-curricular activities.
5. Academically below average, a poor reader with marked absenteeism. Clashes are frequent between the drop-out and the middle-class teacher who rejects the student on the basis of social class or academic inadequacy.
6. If a girl, the drop-out marries early and is sexually precocious.
7. The school's system of values cause a rejection of the school and any competitive situation, by the drop-out.
8. The drop-out looks at his school leaving time with regret, although he is socially insecure in the school.
9. The drop-out cannot see school as a means to a job.
10. The drop-out's parents are indifferent to the school.
(Porter, 1963, p.15)

Some attention is being paid to identification of potential drop-outs in the lower school grades. Kelly indicates that there is some thought that potential drop-outs can be identified as early as kindergarten, the point being made that the problem of drop-out is not strictly a secondary school concern, but also one for the elementary school. Different and better treatment is, therefore, required from the elementary school. The factors which allow for early identification are:

1. Grade retardation even at the grade three level
2. A manifest feeling of failure
3. A feeling of rejection and alienation
4. Excessive absenteeism, or a lack of home encouragement
5. Some subject matter difficulties
6. An evident lack of abstract reasoning power
7. A low socio-economic home environment
8. A low registered intelligence with the qualification that dullness is only partly due to lack of native

ability. (Kelly, 1963, pp. 420-422)

Associated with the study of causes and related factors is the study of prediction of drop-outs. There is a general desire to obtain data which would pinpoint the potential drop-out at the earliest possible time so that remedial help and direction could be brought to bear. Allen reveals some of the characteristics which could be used to predict drop-outs. They are as follows:

1. Most drop-outs are unsuccessful in school work and retarded by one or more grades, and many are consequently overage by the time they withdraw.
2. Most drop-outs take little part in out-of-class activities.
3. Most drop-outs place a low value on schooling.
4. Most drop-outs are from low income families and have difficulties meeting school costs. (Allen, 1956, p. 11).

Hollingshead, (1949) in his sociological study of an American community, draws attention to the fact of social classes as it relates to the drop-out problem. He believes that membership in a class carries with it certain influences, and these are working either to keep the student in school or to allow him to leave school.

A check list has been developed by Livingston which forms a basis for identifying the potential drop-out. Part of his list is reproduced below to illustrate this.

1. Marital status of parents
2. Area of residence
3. Those with whom the student resides
4. Attendance records of grades six, seven and eight
5. Scholarship record in the elementary school
6. Reading level
7. Participation in the formal and informal activities in school

8. Mental ability
 9. Number of grades detained
 10. Area of curricular emphasis
 11. Average high school marks in all subjects
 12. Average high school marks in required subjects
 13. Number of subject failures
 14. High school attendance record
 15. Leadership in high school
 16. Number of years retarded on high school entrance
 17. Participation in high school activities
- (Livingston, 1958, pp. 267-270)

Dresher presents a different type of list which seeks to identify the potential drop-out by showing what he is deficient in, in relation to those students who remain in school. For example, deficiencies would appear in:

1. Out-of-school employment
2. Participation in extra-curricular activities
3. Having a sense of belonging in the high school situation
4. Having school spirit
5. Participating in out-of-school activities
6. Good attitude of parents towards education and high school
7. Good attitudes of parents towards teachers
8. The pupil having a career plan
9. A desire by the student to complete high school
10. Good citizenship rating
11. Living with natural parents (Dresher, 1954, pp.287-289)

Students rating high on this scale would not be classed as potential drop-outs.

Summary. Withdrawing from school is a complex process and any attempt to explain it is difficult since there usually operates a combination of factors affecting each drop-out. A review of the factors involved forces the reader to be acutely aware of the complexities of the problem.

IV. REDUCTION AND PREVENTION OF DROP-OUT

The knowledge of the underlying factors causing drop-outs logically forms the foundation from which remedial action can begin. Although there is an abundance of literature resulting from the investigations into the casual factors, there is little information or literature announcing the discovery of a way by which the drop-out problem has been conquered. This section will present various writers' opinions from two points of view: what can be done, and what has been done.

What can be done to prevent or reduce drop-out? The general feeling that there is an answer to the question is evidenced as Clarke writes concerning the situation in Alberta,

...more of the able students could be retained in our school system. Terman estimates that 12.7 percent of the grade one students are capable of profiting from instruction in a first class university. (Clarke, 1956,p.11)

Clarke points out Alberta's failing in this regard. He cites a study to show that "unless a student has above average mental ability, his chances of getting a high school diploma are slight".

In other words, over half of our young people on the basis of statistical prediction, cannot be expected to complete the high school course. He recommends the inclusion of a greater variety in the Alberta curriculum, a recommendation which seems to be almost universal by those writing in this area. (Clarke, 1956, pp.10-11)

For example, Byrne suggests a broadening of the curriculum, especially

in the technical and vocational areas (Byrne, 1958, p.494)

Gragg earlier believed that the emphasis in investigating drop-outs to date has been wrong. He suggests that the approach should be shifted from one endeavoring to find the causes of drop-out, to one seeking to understand the causes most closely associated with the problem.. He suggests looking behind such statements as, "I want to leave school and earn my own way". The reasons behind the statement are usually many-faceted and those who are now interpreting such statements may be giving them invalid interpretations. He agrees with many others that any approach to the problem through remedial effort must start with the student early in his school career. (Gragg, 1949, pp.30-31)

Carrying on this theme, Deno cites the "mastery motivation" theory of Sontag and Kagan which states that the period in a child's life from six to ten years is critical for the crystallization of a desire for task mastery and intellectual competence. Deno places much responsibility on the shoulders of the elementary teacher as she states, "the teacher of young children....has tremendous opportunity to promote drop-out deterring self concepts....thus promoting the mastery motive." (Deno, 1963, p.12)

Millard has another suggestion as he regards drop-outs as persons having basic problems in what he refers to as "social adaption and functioning". His answer to the question of drop-out is to "...make more effective use of good mental hygiene

practices through the establishment of good psycho-educational conditions that shore up feelings of reassurance and support for the academically unresponsive child." (Millard, 1964, pp.344-346) Somewhat more general is Rombout's approach as he suggests closer relationships between schools, teachers and students. He suggests that teachers should ask themselves, "Does my school try to individualize instruction? Do I really try to treat kids as individuals?" "The majority of young people tend to 'live up' to what we expect of them." (Rombouts, 1963, pp.24-25). Byrne parallels this line of thinking as he states, "... many drop-outs would have stayed in school had 'the school' shown an interest in them, had there been interesting (for them) school subjects, and perhaps, chiefly, had teachers shown care and concern for them." (Byrne, 1958, p.494)

More specific recommendations are given by Gushaty (1952) in his study of southern Alberta. He recommends:

1. Develop better attitudes in the student towards the school.
2. Increase the compulsory school age to sixteen years, or grade ten.
3. Remind students that better job opportunities exist for graduates.
4. Place greater emphasis on life preparation courses.
5. Develop a greater amount of trade training in the schools.
6. Develop more courses which study everyday living.

For the teacher, Gushaty continues his recommendations:

1. Teach the student how to study.
2. Develop better discipline in the classroom.
3. Give a wider recognition of student achievement.
4. Develop longer and better teacher training practices.
5. Develop more recognizance of pupil worth.

Young's recommendations also seem very appropriate. He suggests:

1. Educate parents to develop better parent-pupil attitudes.
2. Find out why students quit, to form a basis of action.
3. Provide special guidance facilities for all potential drop-outs.
4. Make the necessary curriculum adjustments to be able to meet the needs, abilities and interests of all students. (Young, 1954, p.90)

The recommendations of Thompson and Nelson are quite comprehensive and appear to reflect current thought on the problem.

They suggest:

1. Increase compulsory school age.
2. Develop more cooperative planning of curricula between educators and representatives of industry.
3. Increase special services to schools in the form of guidance and counselling, remedial programs, testing programs, psychological assistance and health services.
4. Carry on extensive urban renewal projects.
5. Increase emphasis on adult education.
6. Increase the qualifications of teachers.
7. Carry on an upgrading program for old schools.
8. Establish a systematic evaluation of the school's holding power.
9. See that more students are involved in school extra-curricular activities.
10. Cooperate more with community agencies, such as service clubs, churches.
11. Remove the hidden costs of education.
12. Seek a dynamic school board which will obtain the money to improve education. (Thompson and Nelson, 1963, pp.201-203)

Ellingston places emphasis on several other points as he suggests:

1. Upgrade rural schools and schools serving economically deprived children.
2. Obtain qualified counsellors for every grade.
3. Do more work with the parents of potential drop-outs.
4. Obtain more remedial reading teachers.
5. Develop more flexible curriculums.

6. Promote work-study programs.
7. Build more all-purpose vocational schools. (Ellington, 1963, p.10)

In a novel approach, Byrne suggests that the stay-in-school propaganda is ill-timed. He states that schools are glutted, there are inadequate and dull curricula, and there is a general poor psychological climate. He states that "...generally schools lose pupils because the schools have inadequate programs to interest a large portion of the student population, and a significant factor among those who drop out is their lesser scholastic ability". In regard to what should be done he suggests:

1. Early identification of the drop-out
2. Modification or abrogation of factors which mitigate against the drop-out staying in school
3. Acceptance of the fact that there is no complete answer
4. Revamp the curriculum
5. Help the drop-out when he leaves school, to leave with his head up and help him find a job
6. Beware of sweeping campaigns to keep everyone in school (Byrne, 1958, pp.493-496)

Andrews suggests a program for the student after withdrawal including those who are unemployed or underemployed. She suggests:

1. Location of the withdrawn student
2. Post-school counselling
3. Short-term specific job training
4. Increased financial aid for the withdrawn student
5. A follow-up program of all withdrawn students (Andrews, 1963, p.12)

Belanger describes a California program wherein summer counselling of drop-outs and their parents was carried on by teams of counsellors. The plan brought counsellor, drop-out and parents together for hour long counselling sessions in an effort to help

students make realistic plans for their educational futures, and to see the value in staying in school rather than dropping out. This program was widely accepted by parents. (Belanger, 1963, p.24)

Hohol's (1954) recommendations are uniquely slanted in response to the drop-out problem in a sparsely settled area. He finds need of:

1. An adjustment in curriculum
2. An increased compulsory school age
3. A three-function guidance program giving vocational, educational and personal guidance
4. Better school facilities in rural areas, including better transportation
5. An increased amount of student financial aid
6. Increasing the prestige of the high school

The most comprehensive group of suggestions are Dillon's, as follows:

1. Know the student as an individual.
2. Obtain the confidence of the student.
3. Provide an educational program wherein the student can experience achievement.
4. Give grade repeaters something new.
5. Demonstrate relationships between education and life.
6. Provide occupational information.
7. Extend the social experience of the student.
8. Give some personal recognition.
9. Be quick to recognize the signs of trouble.
10. Provide for the needs of the above-average student.
11. Establish a good record system.
12. Make use of the school records.
13. Help the students select the right courses.
14. Begin counselling early.
15. Allow time for home visits.
16. Secure parent interest and cooperation.
17. Secure public support. (Dillon, 1954, p.94)

He suggests that if these were carried out, marked modification in the drop-out problem in many schools would result.

What has been done to cope with the problem of drop-out?

Illustrating that not all educational research is filed and forgotten, McGee tells how one school system, Croton-On Hudson, New York, went ahead to combat the drop-out problem successfully. He points out the seriousness with which the problem should be viewed saying, "the less competent a pupil has shown himself to be in meeting school tasks, the more quickly he is released to face adult problems." (McGee, 1953, p.482) This was accomplished by:

1. Developing a new philosophy to keep students, if at all possible
2. Modifying the curriculum and grouping classes homogeneously to fit the needs, interests and abilities of the individual learner
3. Increasing the guidance facilities of the school

In this way bright students were not held back and the discouragement of duller students was avoided. Where failure did occur special guidance was given to these cases. School work programs were developed that helped in the higher grades. Failing students had access to a summer school and a positive attitude was maintained in the students towards school by a special year round guidance service. This service developed educational planning with the student and followed the students in the summer months, a period when students are most likely to decide to leave school. (McGee, 1953, p.482)

A different approach to drop-outs is reported by Evraiff and which is being used in California where the compulsory school leaving age is eighteen years or high school graduation. A continuation program for the maladjusted drop-out, or the economic

drop-out, was developed. With this method the students went to school part time, carrying on jobs the other part of the time. This allowed the schools to continue to educate the student past the period when he would normally have become a drop-out.

This plan allows for the economic difficulties of some and the desire for maturity and independence of others. The student is also able to get a better insight of the need of an education from his coincidental experiences in the working world. This plan, it is thought, could have more extensive use, particularly if coupled with an enlarged curriculum. It would allow the student to better relate his school experiences to everyday life. (Evraiff, 1957, pp.212-218)

In Alberta the introduction of the composite high school was an attempt to meet the need for a broadened curriculum, but to date this has not proven to be the case. Drop-out rates continue to be high in those schools and particularly among the very group that the type of school was designed to attract. (Nearing, 1956).

Summary. Writers on this aspect of the drop-out problem are of two groups: those who tell how to improve the situation, and those who describe and evaluate these programs employed to meet the situation. Unfortunately, the former are more numerous.

The general trend of thought is that the curricula should be extended. With this there should be a greater appreciation of the student by the teacher, wider guidance services and more recognition of the progress of the student and his attempts at succeeding.

Regarding those who have been successful in combatting drop-outs, they have employed many of the above suggestions and added several other features. The most important of these added features is the continuation program used notably in the San Francisco area of California and described by Evraiff. This, it is believed, is an answer which could find more extensive use as a part of on-the-job education.

V. FOLLOWING THE DROP-OUT AFTER WITHDRAWAL

The difficulty of tracing drop-outs after they have withdrawn from school, the heavy time and financial demands of such research, and a shortage of trained personnel has resulted in few studies being reported on this aspect of the drop-out problem. Some studies have investigated the question of what happens to drop-outs. For example, figures obtained by the United States Department of Labour, indicate that school drop-outs have twice as high an unemployment rate as do graduates. Other facts brought out in this study, as reported by Shiffman, indicate that early marriage is the major fate of most female drop-outs, and that the problem of racial discrimination in the United States results in a greater drop-out rate from the non-white population than from the white. (Shiffman, 1963, p.121)

A study carried out by Sorensen on a twenty-four case sample compared the general success of low ability drop-outs with low ability graduates. This comparison was made in three areas:

income, civic activity and occupational level. The analysis of the data indicated that the graduates had done better than those who dropped out of school even though they were of similar abilities. (Sorensen, 1960, p.145)

Murk carried out a study on sixty-eight drop-outs to find first, what had happened to them, second, what their school likes and dislikes were, and finally what subjects they considered helpful. Of the male group no difficulty had been experienced in finding a job, all having found a job within one month after dropping out. An interesting fact was that the males indicated they would have liked to continue their schooling. (Murk, 1960, p.74)

Another follow-up study of high school drop-outs isolated 159 cases for study from a total group of 221. Sixty-eight of these were employed in the following job classifications:

1. Service occupations	9
2. Clerical occupations	8
3. Sales occupations	4
4. Skilled occupations	2
5. Semi-skilled occupations	10
6. Unskilled occupations	35

Forty-nine of the group had returned to school and ninety-one had not secured work. In regard to the future, sixty-one indicated they would continue their present activity (working, going to school or staying home) while forty were planning on going to school. Most of the group seemed to realize the value of an education. Of the sixty-eight who were working, thirty-two gave permission for interviews of their employers who rated only three of the group

below average as workers. (Wilstock, 1964, pp.12-14)

As part of a research program for the Canadian Government, Hall and McFarlane studied a group of students in a central Canadian town. This group included both drop-outs and graduates. The sample population numbered 816. The findings showed that thirty-two per cent of the boys and forty-five per cent of the girls did not complete high school beyond grades ten and eleven. The study shows that the initial transition from school to work for this group was an easy one, eighty-eight per cent finding their jobs within the first months of leaving school. A large number had already found jobs before leaving school, and an additional six per cent located work within six months.

Boys who had difficulty finding a job found work eventually as unskilled labour. It is interesting to note that educational qualifications do not appear to have been a determining factor in creating difficulty for the boys in finding jobs.

With regard to unemployment, this study found that, although most of the early school leavers found initial jobs with relative ease, these jobs did not always offer extended periods of full time employment. Three-fifths of the sample, however, had never been unemployed. The study indicates a positive relationship between grade level achieved and unemployment. (Hall and McFarlane, 1962)

Summary. The literature on post-school drop-out follow-up is noticeably scarce. The studies cited, however, throw some light on the question as to what happens to drop-outs. The drop-outs, for example, suffer more from unemployment than do graduates and they assume lower level jobs. An interesting point is that many drop-outs have a positive attitude towards education, often expressing a desire for more education.

VI. CONCLUSION

The problem of drop-out from the school systems of North America has received considerable attention by educators and other interested persons, as is shown by the availability of literature. A feeling has developed with regard to this problem that, although there has been a large amount of research, little corresponding action has resulted to date. Some recommendations have been made following the investigations, and action taken in a number of cases. The best evidence of positive and rewarding action came from the suburb town of Croton-on-Hudson, New York, which all but eradicated their problem. Continuation programs, broadened curriculums and composite high schools, are the signs that a movement, however slow, is taking place.

One has to agree with the general sentiment, that drop-out is one of the most serious problems in education today. The baby boom of 1947, plus automation, will further complicate the matter and concern must result in action, since drop-out represents "a certain kind of suicide in our cybernated society." (Ellingston, 1963)

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

I. DESIGN

Research design. For the purpose of identification, this research can be classed as a normative-survey, or descriptive type design. The data was gathered in the city of Calgary, Alberta, from a sample of males, formerly students in the three publicly supported high schools providing a full three-year program in 1957-1958.

The population. The sample included only those male students who had dropped out of the three public high schools during, or at the end of the school year, 1957-1958. At the time of their dropping-out the subjects had acquired at least seventy high school course credits, but had failed to continue in any one of the three high schools the following year to gain a matriculation or diploma graduation.

One hundred and fifty-four individuals fitted these specifications. A preliminary telephone survey found that eighty-three were still resident in the Calgary area, the remainder were either living outside the city or untraceable.

The instruments used in data gathering. Two questionnaires in a form suitable for a structured interview were developed and used to gather the data of the study. One of these was designed to be used with the individual drop-out, the other to gather information from the

employer of the drop-out. Copies of these questionnaires appear in Appendix A.

II. PROCEDURE FOR DATA GATHERING

Permission was sought from the Calgary School Board before proceeding with the study because of the use of school records. This was readily given by the Superintendent of Secondary Schools and the Director of Special Education. The principals of the three high schools concerned also gave their full support and cooperation.

Identifying the drop-out group. To locate the individuals who fitted the prescribed criteria, school mark sheets, cumulative record cards and guidance folders were searched in each of the three schools. From these records the following information was gained: the full name of the drop-out, the last known address, names of parents or guardians, age of the drop-out at the time of dropping out, number of credits earned, scholastic ability test results, attendance record, and date of dropping out. A copy of this data sheet is appended.

Contacting the drop-outs. The drop-outs identified by the above procedure were first contacted by telephone in order to ascertain whether they would be amenable to a personal interview. This initial contact also revealed considerable mobility in the group, and as a result, thirty-one drop-outs were not traceable, and thirty-eight were found to be living outside the Calgary area, and for this reason were excluded from the study. In the final summation, eighty-three

drop-outs from a total of 154 were both available and willing to be interviewed. This figure was again reduced when the actual interview appointments were made. At this point, nine subjects rejected the interview, either actually or implicitly.

Pre-interview preparation. Prior to the commencement of the interviews, the structured interview questionnaire was prepared and pre-tested on a drop-out, typical of the group. From this trial, the questionnaire was modified to reduce ambiguity, and to allow for the qualification of some of the answers, by adding additional space for the interviewee's comments. The time taken for the actual interviews ranged from forty-five minutes to two hours. In the great majority of cases the interviewees demonstrated a willingness to cooperate in the interview, although it must be acknowledged that some were initially suspicious.

Interviewing the employers. As with the drop-out questionnaire, the employer questionnaire was found acceptable as a result of pre-testing with a machine-shop owner who employed a number of men. For economy of time, this part of the study was carried out by telephone. The interviewer in this case was a university graduate who had had several years interviewing experience as a counsellor with the Calgary School Board.

Resistance to this approach was expected because of the nature of some of the questions on the questionnaire. However, little resistance was encountered, possibly because of the preparation of the telephone approach, but more likely because the inter-

viewer was a female who made the approach to male superiors or employers. In the one case where resistance was met, the interview form was mailed to the employer concerned which he completed and promptly returned.

III. TYPE OF DATA

The data for this study was compiled by use of the questionnaire forms. These questionnaires required information about each of the drop-outs such as:

- (a) marital and family status
- (b) past-school experiences
- (c) attitudes regarding education
- (d) attitudes towards the function of guidance and counselling in the schools
- (e) information regarding vocational achievements
- (f) school achievement and other school information
- (g) economic success
- (h) employer evaluation

Analysis of the data. The data gathered was coded and transferred to IBM punch cards. The short objective-styled questions lent themselves readily to immediate numerical coding, but the numerous, longer observations had to be first catagorized and then coded before transfer to punch cards.

Although the primary purpose of this study was to describe the male drop-out, comparisons within the study were made and the differences observed were tested for significance using the conventional Chi Square test. This procedure is illustrated for one such analysis in Figure 1. The detailed analysis as in Figure 1 will not be repeated for all comparisons, the contingency tables will be repeated in the text or Appendices with the summarizing Chi Square value and

an indication of significance. The conventional five per cent and one per cent fiducial levels of confidence for significance will be employed throughout the study.

		CREDITS EARNED		
		LESS THAN 81	MORE THAN 81	TOTAL
EMPLOYER'S ESTIMATE OF OPPORTUNITY FOR ADVANCEMENT	YES	17 a	27 b	44 k
	NO	9 c	3 d	12 i
	TOTAL	26 m	30 n	56* N

*Excludes seven cases who were students, nine who were self-employed and two whose employers could not be located.

$$\chi^2 = \frac{N \left(\left| \frac{(a)(d) - (b)(c)}{(k)(l) - (m)(n)} - \frac{N}{2} \right| - \frac{N}{2} \right)^2}{N} \quad \text{(formula corrects for continuity)}$$

$$= \frac{56 \left(\left| \frac{(17)(3) - (27)(9)}{(26)(30) - (12)(44)} - \frac{56}{2} \right| - \frac{56}{2} \right)^2}{56} = \frac{2,710,400}{411,840} = 6.581$$

degrees of freedom = 1. χ^2 at the 5 per cent level = 3.841.
Therefore, the relationship is significant at the 5 per cent level of significance.

Conclusion: the relationship found between the employers' estimate of possibility for advancement and the number of credits the drop-out has earned could occur due to chance factors one time in twenty. On the basis of this likelihood, it was concluded that the student drop-out with more than 81 credits is more likely to be considered for advancement than the one with fewer credits.

FIGURE I
EXAMPLE OF CONTINGENCY TABLE AND
CHI SQUARE COMPUTATION

CHAPTER IV

THE TOTAL DROP-OUT GROUP AND THE SAMPLE

I. INTRODUCTION

The drop-outs involved in this study were a part of the student population of three Calgary Public School Board high schools which, for identification, will be referred to as School 1, School 2, and School 3. The enrollments of these schools for the year involved in the study can be read from Table 1. From these three schools, 154 male drop-outs were identified; sixty from School 1, seventy-eight from School 2, and sixteen from School 3. No significant differences were found in the proportion of drop-outs from the three schools in relation to their total enrollments.

TABLE I
SCHOOL ENROLLMENTS AND DROP-OUT TOTALS

GRADES	Enrollments					
	School 1		School 2		School 3	
Ten	491		594		181	
Eleven	475		504		199	
Twelve	384	Drop-outs	457	Drop-outs	161	Drop-outs
TOTALS	1350	60	1555	78	541	16

Of this total group, it was found that seventy-four were available for personal interviews. Thirty-seven had left the City

and of thirty-four no trace could be found. Nine individuals refused to be interviewed. These data are presented in Table II by school. No significant difference was found among the schools in relation to the proportion of the drop-outs who were available or not available for interviews.

TABLE II
DROP-OUT TOTALS BY SCHOOLS AND THE DISPOSITION OF
DROP-OUTS IN RELATION TO AVAILABILITY FOR INTERVIEW

DISPOSITION	SCHOOLS			
	School 1	School 2	School 3	Total
Interviewed	30	34	10	74
Non-traceable	11	21	5	37
Out of City	16	17	1	34
Refused Inter.	3	6	0	9
TOTAL	60	78	16	154

II. THE EQUIVALENCE OF THE INTERVIEWED AND NON-INTERVIEWED
SAMPLES

Of the total sample of 154 drop-outs, seventy-four were interviewed. The comparability of the two samples was sought using six variables common to all cases. These common elements were: mental ability, age, credits earned, year and time of drop-out and school of drop-out. These data are reported in Tables III to VIII respectively.

The findings of the statistical analysis is reported in Table IX. It can be concluded that on these six variables, there were no significant differences between the interviewed and non-interviewed samples. It is assumed on this evidence, that the data reported in detail for the interviewed sample will not differ from that which would have been found for the non-interviewed sample had they been interviewed.

Hereafter, only that sample of the drop-outs that was interviewed will be referred to as the drop-out group or sample for reasons of literary convenience.

TABLE III

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO MENTAL ABILITY TEST RESULTS

GROUPS	MENTAL ABILITY				
	99 and Below	100-109	110-119	120+	Total
Sample	13(14.4)	30(29.8)	23(21.6)	8(8.2)	74
Out-Of-Town	7(7.2)	16(14.9)	11(10.8)	3(4.4)	37
Non-traceable and Reject	10(8.4)	16(17.3)	11(12.6)	6(4.7)	43
Totals	30	62	45	17	154

Degrees of Freedom = 6. $\chi^2 = 1.66$. χ^2 required for a 5 per cent level of significance = 12.59.

Conclusion: No significant difference.

TABLE IV

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED
SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO AGE

GROUPS	AGES			
	16-17.6	18-18.6	19-20.6	Total
Sample	25(29.95)	36(32.68)	13(15.38)	74
Out-Of-Town	13(12.97)	16(16.34)	8(7.69)	37
Non-traceable and Reject	16(15.06)	16(18.99)	11(8.55)	43
Totals	54	68	32	154

Degress of Freedom = 4. $\chi^2 = 2.81$. χ^2 required for a 5 per cent
level of significance = 9.49.

Conclusion: No significant difference.

TABLE V

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED
SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO THE
NUMBER OF SUBJECT CREDITS EARNED

GROUPS	CREDITS			
	70-78	79-87	88-99	Total
Sample	21(24.43)	27(22.6)	26(36.19)	74
Out-Of-Town	13(12.24)	11(12.61)	13(13.43)	37
Non-traceable and Reject	17(14.41)	9(13.12)	17(15.61)	43
Totals	51	47	56	154

Degrees of Freedom = 4. $\chi^2 = 5.36$. χ^2 required for a 5 per cent
level of significance = 9.49.

Conclusion: No significant difference.

TABLE VI

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED
SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO THE
YEAR OF DROP-OUT

	YEAR OF DROP-OUT		
GROUPS	1957	1958	Total
Sample	3 (3.84)	71 (70.16)	74
Non-sample	5 (4.16)	75 (75.84)	80
Totals	8	146	154

Degrees of Freedom = 1. $\chi^2 = .36$. χ^2 required for a 5 per cent level of significance = 3.84.

Conclusion: No significant difference.

TABLE VII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED
SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO MONTH
OF DROP-OUT

	MONTH OF DROP-OUT			
GROUPS	Sept.-Dec.	Jan.-May	June	Total
Sample	3 (4.33)	12 (10.57)	59 (59.20)	74
Non-sample	6 (4.68)	10 (10.92)	64 (63.98)	80
Totals	9	22	123	154

Degrees of Freedom = 2. $\chi^2 = 1.09$. χ^2 required for a 5 per cent level of significance = 5.99.

Conclusion: No significant difference.

TABLE VIII

CHI SQUARE ANALYSIS OF DIFFERENCE BETWEEN INTERVIEWED SAMPLE AND NON-INTERVIEWED SAMPLE IN RELATION TO THE SCHOOL FROM WHICH DROP-OUT OCCURRED

GROUPS	SCHOOLS			
	School 1	School 2	School 3	Total
Sample	30 (28.8)	34 (37.6)	10 (7.7)	74
Non-sample	30 (31.1)	44 (40.1)	6 (8.3)	80
Totals	60	78	16	154

Degrees of Freedom = 2. $\chi^2 = 2.22$. χ^2 required for a 5 per cent level of significance = 5.99.

Conclusion: No significant difference.

TABLE IX

SUMMARY OF STATISTICAL ANALYSIS OF SIX FACTORS COMMON TO BOTH THE INTERVIEWED AND NON-INTERVIEWED DROP-OUT SAMPLES

TABLE	ITEM	χ^2	DEGREES OF FREEDOM	SIGNIFICANCE
III	Mental Ability	1.66	4	N.S.D
IV	Age of Drop-Outs	2.81	4	N.S.D.
V	Subject Credits	5.36	4	N.S.D.
VI	Year of Drop-Out	.36	1	N.S.D.
VII	Month of Drop-Out	1.09	2	N.S.D.
VIII	School of Drop-Out	2.22	2	N.S.D.

III. GENERAL OBSERVATIONS OF THE
DROP-OUT GROUP INTERVIEWED

Attitudes. It was hypothesized that the drop-outs would have predominantly negative attitudes, and that this would show in their reaction to being interviewed. Quite the opposite was the case. The interviewer found the group responsive and indeed eager to carry out their part of the study.

Marital Status. All the subjects had left school in the school year 1957-1958 and failed to return the next year to that school. Since a period of six to seven years had elapsed it was not surprising to find many of the group married and with families.

TABLE X

MARITAL STATUS AND NUMBER OF CHILDREN
OF THE DROP-OUTS

MARITAL STATUS		NUMBER OF CHILDREN				
		0	1	2	3	4 or more
Married	52	19	17	13	3	0
Single	22	22				

Ages. The drop-outs, because of the six to seven year interval since their drop-out experience, were a fairly mature group. Their ages at the time of drop-out ranged from seventeen years to nearly twenty-one years, which brought the group at the time of the interview to an approximate average age of twenty-five.

TABLE XI
PRESENT AGES OF DROP-OUTS AND
AGES AT TIME OF DROP-OUT

YEARS	AGE INTERVALS			
1957	17-18 years	18-19 years	19-20 years	20-21 years
	25	36	8	5
1964	24-25 years	25-26 years	26-27 years	27-28 years
	25	36	8	5

Table XI shows the age grouping of the drop-outs together with the extrapolated ages at the time of the interview, August 1964. It would appear that age has some bearing on school leaving. This view is born out by the preponderance who left school at age eighteen to nineteen, and also by the observations of several drop-outs who intimated that after twelve years of school they thought they had "done their time".

Mental Ability. Mention is often made of the fact that many individuals of high intellectual calibre drop out of school (Woodside, 1958, p. 54; Black, 1961, p. 60). The drop-outs of this study tend to give credence to this fact. By far the majority of individuals had above average intelligence as measured by the Otis Self-Administering Test of Mental Ability. With one exception all the drop-outs were in the Normal range of intelligence or above, using the term normal as used in the Stanford-Binet Scale (Crow and Crow, 1958, p. 156). Two individuals could be classified in the Very Superior range of intelligence, while forty per cent would be classed as Superior. Table XII summarizes these findings.

TABLE XII

DISTRIBUTION OF OTIS I.Q.'S OF THE DROP-OUT SAMPLE
COMPARED TO THAT OF THE NORMAL POPULATION

I.Q. INTERVALS	NUMBER	PERCENTAGE	NORMAL POPULATION PERCENTAGE	STANFORD-BINET CLASSIFICATION
80-89	1	1	13	Below Average
90-99	12	16	30	Average
100-109	30	41	30	Average
110-119	23	32	13	Above Average
120-129	6	8	6	Superior
130-139	2	2	1	Very Superior
Totals	74	100	93*	

*The top and bottom extremeties, which are not included in this table, add seven per cent to this total.

V. CONCLUSION

In this chapter, the total drop-out group was introduced, together with their schools and the enrollments. By statistical analysis it was shown that the interviewed group did not differ from the non-interviewed drop-out group in any way, other than that which would be expected by chance sampling fluctuations on six factors. A brief outline of some of the statistics of the interviewed group showed most were married with children. Members of the group were approximately twenty-five years of age.

An interesting fact was observed in the rated intelligence of the interviewed group. This showed that they were not typical of

a normal population in relation to intelligence, but rather could be considered an above-average group in intellectual potential.

CHAPTER V

THE DROP-OUT AND HIS SCHOOL EXPERIENCES

I. INTRODUCTION

The drop-outs generally showed a willingness to talk about their school experiences. They seemed to have passed into that period which allowed them to look analytically and fairly dispassionately at that period of life when they were in school. This frankness, it is thought, allowed for some reasonably valid observations and some concrete recommendations.

The difficulty of fading memory did arise on occasion, but in the main, the questions for which answers were sought were not too specific or demanding. The writer would like to emphasize again the impression of frankness which was generated by the group during the interviews. There seemed to be no attempt to hide or skip over events which might have been ego threatening. On two occasions the writer was called by the interviewer to add to information given during the interview itself. Perhaps this speaks ill of the interview, but it was a pleasant surprise to see the lack of facade or front as this group looked at its past experiences which, to many might appear as failure.

II. GENERAL FEELING OF THE DROP-OUTS TOWARDS THEIR PAST-SCHOOL EXPERIENCES

It seems a conundrum that the drop-outs have pleasant memories of their past schooling. The questions relevant to past-school experiences touched on all school levels and sought to have the group indicate whether they would class their experiences as more pleasant than unpleasant, more unpleasant than pleasant, or neither pleasant nor unpleasant. Because of the variance in responses between elementary, junior high and senior high school in relation to the memory of school experiences, statistical analysis was carried out. This analysis showed a significant difference between the contingencies at the five per cent level. Further analysis indicated the area of significance to be between "unpleasant" and "neither" responses at the junior high school level.

In relation to the responses to the "neither pleasant nor unpleasant" alternative, the decrease in the responses to this classification, as the individuals passed from elementary to junior high school to senior high school, indicates a more accurate memory, as a result of the recency of these experiences although in no cases did the subjects take refuge in the "can't remember" clause. It is interesting that the response "unpleasant" for school experiences looms largest at the senior high level. The responses to these questions are summarized in Table XIII.

TABLE XIII

MEMORIES OF SCHOOL EXPERIENCES BY THE DROP-OUT GROUP

BY SCHOOL LEVEL

	SCHOOL LEVELS		
MEMORY	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
Pleasant	43	55	53
Unpleasant	8	5	13
Neither	23	14	8
Total	74	74	74

III. THE DROP-OUTS AND THEIR ACHIEVEMENT

IN SCHOOL SUBJECTS

The drop-out group placed most emphasis on the academic subjects when indicating the subjects in which they did their best work. This could be due to either of two things; the elective subjects offered did not attract them, or the emphasis given at school to the more academic subjects indicated to them that these were the subjects in which one should indicate best achievement. In this area it is interesting to note that the drop-outs recall mathematics as their best subject in the junior high school while the best subject becomes social studies in senior high school.

At the junior high school level there is a balance between those subjects indicated as the "best" subjects when the verbal skill areas (literature, language and social studies) are grouped,

This balance is also noted in the senior high school subjects. This would lead to the questioning of the view often held that difficulty with the quantitative subjects is a major cause of academic failure. Rather, it would appear that this group reported no particular subject block weaknesses which led to failure.

IV. THE DROP-OUTS AND EXTRA-CURRICULAR ACTIVITIES

Porter (1963, p.15) has pointed out that drop-outs tend to be those who are not involved in extra-curricular activity. The drop-out group of this study did not fit exactly into this mold. The group was questioned about the extent and nature of such activities in which they were involved while attending junior and senior high school.

The drop-outs did not group themselves at any extreme. Well over half indicated that they had been involved in extra-curricular activity to an average or above average amount. There seemed to be a slightly greater involvement in extra-curricular activities for the drop-outs while in junior high school than in the senior high school. The number indicating high activity in extra-curricular activities remained the same from junior high school to high school.

In regard to the type of extra-curricular activities in which the drop-outs were involved, there were three principal areas given. By far the greatest number were involved in some athletic endeavor, fifteen were involved in school club work which

TABLE XIV

BEST LIKED SUBJECT BY AREA OF THE DROP-OUTS
IN JUNIOR AND SENIOR HIGH SCHOOL

SKILL AREAS	SUBJECTS	SCHOOL LEVEL	
		JUNIOR HIGH	SENIOR HIGH
VERBAL	Literature	5	-
	Language	8	-
	English	-	5
	Social	19	25
TOTAL		32	30
QUANTITATIVE	Science	8	14
	Mathematics	25	16
TOTAL		33	30
ELECTIVE	Shop	2	3
	Drama	-	1
	French	-	1
	Art	4	4
	Music	-	2
TOTAL		6	11
CAN'T REMEMBER		3	3
TOTAL		74	74

included student government, and one indicated fraternal membership. Fourteen indicated no activity of any kind in either junior or senior high school. In all, it does not appear that the extra-curricular activities of the drop-out group are such that one might say that the situation was atypical.

TABLE XV
DROP-OUT'S INDICATED DEGREE OF PARTICIPATION
IN EXTRA-CURRICULAR ACTIVITIES BY SCHOOL LEVEL

DEGREES OF ACTIVITY	SCHOOL LEVEL	
	JUNIOR HIGH	SENIOR HIGH
Highly active	20	20
Average activity	27	21
Little or no activity	27	33
TOTAL	74	74

V. WHY THE DROP-OUTS LEFT SCHOOL

The various reasons the drop-out group gave for their early school-leaving seemed to consolidate into seven basic reasons. The two most commonly cited reasons were the lack of achievement (15)¹ coupled with an inability to get down to school work (8), and the feeling of ennui with school (13) and a desire to be independent (6). Financial pressure was

1 Numerical values enclosed in parentheses in this chapter and following chapters give the frequency of occurrence for descriptive statements.

offered by only seven students as the reason for their premature departure. Five of the group left school involuntarily as a result of their under-achievement and the workings of the Calgary School Board laggard policy.²

A surprisingly large number of the drop-outs attempted to complete, or completed their schooling by taking advantage of the semester system offered by Mount Royal College in the city. The reason for this action, as given by those concerned, was that many were close to the completion of their diploma or matriculation requirements, and, rather than take a complete year to clear up their subject deficiencies, they were willing to pay for the opportunity to complete these in the short twenty-week semester system. This particular point will be considered in detail in the following chapter.

VI. COUNSELLING AND GUIDANCE SERVICES AND THE DROP-OUT

Since the counselling and guidance services of the school system are often charged with the responsibility of dealing with the drop-out problem, some questions were directed at the drop-out group to ascertain their experiences with these services. The first of these questions dealt with the feeling of freedom to talk to the school counsellors. Table XVI summarizes these findings.

² For a description of the Laggard Policy, see McFaul, June, 1962.

TABLE XVI

DROP-OUT EVALUATION OF THE EASE WITH WHICH COUNSELLORS
COULD BE APPROACHED BY SCHOOL LEVEL AND PROBLEM AREA

PROBLEM AREA	SCHOOL LEVEL			
	JUNIOR HIGH		SENIOR HIGH	
	SCHOOL	PERSONAL	SCHOOL	PERSONAL
Felt Free To Talk	28	15	24	17
Not Free To Talk	27	41	44	53
Can't Remember	19	18	6	4
TOTAL	74	74	74	74

At both school levels considered, the drop-out group indicated that they could more easily approach the counsellor on school problems than they could on personal problems. The number of drop-outs who did not feel free to talk to the counsellors was considerably larger at the high school level for both school and personal problems than at the junior high school level. The greatest reticence was shown in the area of personal problems at the high school level. Quite a number indicated that they could not recall their feelings in regard to this question as far back as junior high school. This number decreased radically, as one might suspect, when the senior high school experiences were considered.

The significance of the numbers responding to the questions relating to the freedom with which the drop-outs approached their counsellors on school and personal problems was tested statistically. The findings revealed, with one exception, no significant difference at the junior or senior high level or between those levels relative to the feelings of freedom by the drop-out to discuss school or personal problems. The findings were:

1. There was no significant difference between the feelings of freedom to discuss school or personal problems with school counsellors at either the senior or junior high school level.

2. There was a significant difference at the five per cent level of confidence between the feelings of freedom to discuss school and personal problems at the junior high level. This could be attributed to the fact that the drop-outs were either very reticent to discuss personal problems at this level or they were not aware of the availability of the counsellors for that purpose.

3. There was no significant difference at the senior high level in the feeling of freedom that the students have to discuss personal problems or school problems with the counsellor.

4. There was no significant difference between the feelings of freedom on the part of the drop-out to discuss school or personal problems at either the junior or senior high school level.

The reasons for the feelings of freedom to talk to the school counsellors, or the absence of these feelings, were ascertained. The individuals in the senior high school who did not feel free to talk over school problems with the counsellors offered four principal reasons:

1. They felt the counsellor was unapproachable. (18)
2. They themselves were not interested. (12)
3. They felt the counsellors were of no value. (8)
4. They didn't know the purpose of the counselling system. (7)

In relation to personal problems, those expressing freedom in being able to discuss these problems with the counsellor, indicated they did so because they had developed a personal liking for the counsellor, or they saw the counsellor as a helper. Those not feeling free to talk over their personal problems offered five main reasons for this:

1. A lack of confidence in the counsellor. (17)
2. The counsellor represented an authority figure. (10)
3. The counsellee was not inclined to talk to anyone regarding personal problems. (10)
4. Personal problems were not considered to be the counsellor's responsibility. (8)
5. The counsellor was not approachable. (6)

Paralleling the "freedom to talk" series of questions were questions as to whether the counsellors were helpful in the drop-out's school experiences. If they were helpful, why were they helpful, and what did they do most to help?

A large percentage of the drop-outs considered the counselling services of no help to them in both junior and senior high school. Unfortunately, by far the greatest negative

responses occurred at the senior high school level when greatest help was necessary and should have been expected. Where help was given during the high school years it seemed to centre on course and program selection, career planning and general encouragement. No significant difference was found from the statistical analysis of the data relative to the help counsellors were at the junior or senior high school levels.

TABLE XVII
EVALUATION OF THE COUNSELLORS' ASSISTANCE BY THE DROP-OUT

ASSISTANCE	SCHOOL LEVEL	
	JUNIOR HIGH	SENIOR HIGH
Helpful	30	22
No Help	33	44
Can't Remember	11	8
TOTAL	74	74

It was interesting to compare the drop-outs evaluation of the counsellors at the time they were in school and in retrospect some six years after leaving. At the time of drop-out most of the drop-out group had these thoughts about the counsellors:

- 1. They were just another authority figure. (22)
- 2. Liked and admired them. (16)
- 3. Didn't know what they were for. (12)
- 4. Didn't like or admire them. (10)
- 5. Thought they were too busy. (6)

In looking back, the group expressed their thoughts most often as follows:

1. Did not think too highly of the counsellors. (15)
2. Regarded them as authority figures. (12)
3. Regarded them highly. (12)
4. Wish I had used them more. (11)
5. Thought they were too busy. (10)

These statements from the drop-out group as they recall their impressions are both negative and positive. However, of the nineteen different impressions given in reply, twelve were negative, five were positive and two were rather non-committal. The overall impression of the group to the guidance and counselling services as they had experienced them while in school were generally, strongly negative.

It appears that the drop-outs either did not take advantage of the counselling services or that the counselling services were functioning inadequately. A fair criticism of the counselling services could be made from the data of Table XVII which is composed of observations offered by the drop-outs regarding the help given by the counsellors at the time of drop-out. It is apparent from this Table that little contact with the counsellors occurred on this occasion. However, when it did occur, on only six occasions was it considered helpful by the drop-out.

¹ The term counsellor as used above indicates a condition of employment not necessarily specialized training. In fact, not one of the counsellors in these schools at the time of the study possessed what is currently considered minimal counsellor training, i.e., a Graduate Diploma in Guidance and Counselling or its equivalent.

TABLE XVIII

COUNSELLING ASSISTANCE AT THE DROP-OUT OCCASION

	CONTACT WITH COUNSELLOR	GUIDANCE FROM COUNSELLOR
Yes	14	6
No	59	67
Can't Remember	1	1
TOTAL	74	74

It should be pointed out in fairness that many counsellors may not be aware of the occurrence of drop-out from their schools since the greatest proportion of these occur over the summer vacation. In the group studied, fifty-nine of the seventy-four students interviewed dropped out at the end of June. Those dropping out in June did not mention any attempt by the schools to contact them after they left.

When questioned as to what could have been done for the drop-out to prevent his dropping out the most answered "nothing", (20) the implication being that it was too late. The next most common classifications of answers were:

1. Some encouragement would have helped. (13)
2. More contacts with the counsellor. (10)
3. Better program planning by the counsellor to avoid frustrations and mistakes. (6)
4. Earlier and more effective vocational and academic counselling. (6)

At the end of this portion of the interview, the drop-outs were given the opportunity to suggest ideas on how the

guidance and counselling situation could be improved from their own experience of it. The following ideas resulted and are listed from greatest to least in frequency of response:

1. Provide more counselling time. (17)
2. Provide more scheduled counsellor-counsee contacts. (12)
3. Counsellors should not be authority figures. (11)
4. There should be a better selection of counsellors in relation to their training and personality. (11)
5. There should be a better orientation of students towards the counselling function. (8)
6. Build better counsellor-student-parent rapport. (6)
7. There should be more vocational counselling. (5)

The general impression gained from the drop-out group was that there was not a high regard for the high school counsellors or their services. Although this feeling changed to some extent as they viewed the counsellor from their more mature position, nonetheless, the feeling still remained as definitely negative.

VII. CONCLUSION

The drop-outs as a whole seemed ready and willing to discuss their past school experiences with surprising frankness. Their views were only slightly dulled by time, especially with regard to the senior high school years. The group seemed not to have had too unpleasant an experience during their school years. The most responses indicating unpleasant experiences, occurred at the senior high school level, with the response, "neither" becoming less frequent at that level.

With regard to achievement or best subject, there seemed to be a balance between the verbal and non-verbal subject areas. Mathematics was the best subject in the junior high school grades, while social studies took the lead in high school. Extra-curricularly, the drop-outs were found to be not noticeably atypical in regard to their extra-curricular activity.

The question why drop-outs leave school was answered by several responses, the most important of which seemed to be weariness with school, which could have resulted from lack of achievement, frustration with the program, or a desire for independence. Since counselling and guidance are said to be responsible, in part, for dealing with the drop-out problem, the drop-outs were asked about these services. Although some of the group were positive in their comments, the great majority were negative in their feelings towards the functioning of the schools' guidance and counselling services.

CHAPTER VI

THE DROP-OUT AND FURTHER EDUCATION

I. INTRODUCTION

The appellation "drop-out" has severely negative connotations and one feels a certain unfairness in so labelling most of the individuals covered by this study. It was interesting to find that these particular individuals did not fit the usual description of the drop-out. Most surprising and contrary to the usual expectations for the drop-out stereotype, was the fact that a large number of the sample had continued in some way to further their education.

II. DROP-OUTS AND CONTINUED EDUCATION

Fifty-eight of the group indicated they had been tempted at some time to return to school. There was almost unanimous agreement that the high school diploma was, at the present time, the minimum educational qualification necessary for one to fit into today's working society. In view of this attitude, it was not surprising to find, as will be discussed later, that only sixteen of the group had not taken any further education since leaving school.

The group which did not return to school immediately, offered a variety of reasons for their decision not to return.

Those most often cited were:

1. Not really interested in more education (20)
2. The interference of family responsibilities (10)
3. The security and satisfaction of their employment (9)

The study found that the drop-outs, in the main, continued their educational careers in some form. It has been noted that fifty-eight of the sample of seventy-four felt tempted to return to school. The temptation of this group is related to temporal and situational aspects with the possible overlapping of these. When asked when they felt the urge to return to school the group gave these answers which are arranged in order of frequency of occurrence.

1. Immediately (23)
2. After some work experience (18)
3. Two years following the drop-out incident (5)
4. One year after dropping out (4)
5. When job advancement was being considered (3)
6. When the need for a better paying job with more security arose (3)
7. As a result of a period of unemployment (2)

Over one third of the group which felt tempted to return to school felt so immediately. This has an obvious implication for the schools hoping to take rectifying action to recover the drop-out.

The fifty-eight drop-outs who did continue their education did so in various ways, the most common of which was the attendance at the Southern Alberta Institute of Technology (15). Other methods frequently cited were:

1. The semester system at Mount Royal College, Calgary (8)
2. University (8)
3. Correspondence courses (6)
4. Company offered courses (6)
5. Apprenticeship courses (5)
6. Night school (3)

It is interesting that over ten per cent of the group had proceeded to university. Two of these had attended university in Canada, one having completed Alberta matriculation requirements and was attending the University of Alberta in the Faculty of Law. The other six had gone to American universities whose entrance requirements are not as restrictive as those in Canada, or had taken advantage of the "adult privilege" situation existing in many universities there. This particular plan, not common in Canada, allows students over twenty-one to enroll in college or university without high school matriculation. If the student is successful during a probationary period he is subsequently admitted as a regular student. One of the group studied was completing a Master of Arts degree in Economics, having taken advantage of the "adult privilege" clause at Montana State University.

As indicated, many of the drop-outs had continued with their education since leaving school. In spite of this, when questioned, these same persons were intent on still more education. At the time of the interview forty-seven indicated serious plans for future education. Their plans for furthering their education included, in order of frequency:

1. University (14)
2. Correspondence courses (11)
3. Night school (9)
4. Technical institute (9)

Some were not sure what they planned to do but it was very evident that they were determined to get more education. While it could be said that there is a distinct possibility that these plans may not be carried out, the record of this group as a whole, indicates that most are serious in their attempts to up-grade their educational level and many will succeed in so doing.

III. SOURCES OF INFORMATION REGARDING EDUCATIONAL OPPORTUNITIES

With many of the drop-outs indicating their intention to go further in gaining an education, an attempt was made to determine their source of guidance to this end. They were asked if they knew to what agency or to whom they might go for such information. To this question thirty-eight indicated that they had some idea where to go but thirty-six indicated that they did not know where to turn for appropriate guidance.

When pressed further to answer the question concerning sources of information about future education the following sources were cited. These are listed in order of the frequency of occurrence.

1. Friends and acquaintances (12)
2. Business sources (such as personnel managers and bosses)(10)
3. Junior college or technical institute counsellors (8)
4. University counselling services (7)
5. Former teachers (1)

It is interesting to note here that of forty-four responses given to this question, only one indicated that high school counsellors would be used as a source of information. This may have been caused by their negative attitudes towards counselling in the high schools, a feeling that such services are no longer available to them, or that they have access to other sources of information. It would seem reasonable to expect that high school counsellors as resource persons should have a higher incidence than that indicated except that by "dropping out" the subject perhaps feels that all ties with the school are thereby lost. It may well be that the same feelings are prevalent among graduates for similar reasons.

IV. CONCLUSION

It was found that the majority of drop-outs continue to educate themselves in some formal way. This, together with other comments, show that the group has a highly positive view towards education which undoubtedly has been developed to a large extent as a result of their experiences since they left the schools. The statement was made time and again that the high school diploma was the barest necessity today for entrance into the working world, although the group felt this was not as true when they dropped out as it is today. No definite clue was evidenced as to when the drop-out group felt the greatest urge to return for more education, it seemed that this was related both to time and experiences. However, one third did feel an immediate urge to return to school

immediately after dropping out. The kind of continuing education gained by the group ranged from night school and correspondence courses to university and, although the average age of the drop-out was approximately twenty-five years, the majority of the group was still intent upon gaining further education. To gain information about educational opportunities, this group has used a wide variety of sources, many of which, however, were not very authoritative or well informed, lacking the experience and information deemed essential to good academic guidance.

CHAPTER VII

THE VOCATIONAL EXPERIENCES OF THE DROP-OUT

I. INTRODUCTION

It has been hypothesized that the sample studied, being drop-outs, would include many who had met failure and disappointment in their vocational careers. Drop-outs, by the very fact that they are drop-outs are indicted by society as failures. For the sample studied, however, failure does not loom large as an experience for them. Rather they seem to be in the process of leading, what could be considered, normal vocational careers with an absence of excessive job mobility, job dissatisfaction, or even difficulty in obtaining a job. In all, the vocational experiences of the drop-outs does not give rise to a great deal of alarm.

II. EMPLOYMENT AND UNEMPLOYMENT

At the time the sample was interviewed, which was during the summer season, none was unemployed. This excluded individuals on vacation from attending schools or universities. The sample seemed to have little difficulty in finding and holding jobs as their past vocational experiences illustrated.

In regard to unemployment, thirty-three of the seventy-four interviewed had experienced periods of unemployment. All were asked if they had been requested to leave their jobs because of personal

unsuitability or other reasons such as the completion of the job on which they were working, business failure or some similar non-personal situation. Twenty-one replied in the affirmative while fifty-three indicated that they had never been asked to leave their jobs. It can only be assumed that some individuals who went through periods of unemployment did so after leaving a job without having another job waiting for them.

Having found that unemployment was not uncommon to some of the sample studied, was this a marked characteristic of their vocational careers? This does not seem to have been an outstanding characteristic of this particular sample. Nearly sixty per cent of the forty-one who had experienced unemployment had been unemployed one, or at the most, two times. One notable exception to this indicated that in the six years since he dropped out he had held thirty-six different jobs. Table XIX summarizes the incidence of unemployment among the drop-outs.

TABLE XIX
INCIDENCE OF UNEMPLOYMENT AMONG DROP-OUTS

	NUMBER OF PERIODS OF UNEMPLOYMENT								TOTAL
	0	1	2	3	4	5	6	> 6	
Numbers Involved	41	16	8	2	2	2	1	2	74

Underscoring the lack of seriousness in the unemployment situation of the group was the length of time spent by some of the

drop-outs in an unemployed state. Nearly fifty per cent of the group which experienced unemployment were unemployed for a period less than three months. Only one person had been unemployed for a period of approximately a year. This data is summarized in Table XX.

TABLE XX
LENGTH OF PERIODS OF UNEMPLOYMENT OF THE DROP-OUTS

	LENGTH OF UNEMPLOYEMENT PERIODS (in months)						TOTAL
	None	0-3	4-6	7-9	10-12	13 or more	
Number of Cases	41	19	13	0	1	0	74

III. DROP-OUT VOCATIONS

It was found that a great variety of vocations were held by the sample and it was necessary to classify these. The methods of classifying vocations are quite numerous, however, one was adopted which seemed most favourable to the study, and the divisions of which are commonly understood. This classification is the one used by the Dictionary of Occupational Titles. (Super, 1957, p. 45)

The occupations of the sample ranged from unskilled labour to professional and managerial occupations. All of the classifications, excepting one, included part of the drop-out group. From a status classification, the extremes of the group ranged from a truck driver to a Doctor of Chiropractics. The catagorization is presented in Table XXI.

TABLE XXI
VOCATIONAL CLASSIFICATIONS OF THE DROP-OUT GROUP

VOCATIONAL CATAGORIES	NUMBER OF WORKERS
Professional and managerial	7
Clerical and sales	23
Service occupations	12
Agriculture, fishing, forestry	0
Skilled occupations	5
Semi-skilled occupations	11
Unskilled occupations	9
TOTAL	67*

*Seven individuals were attending school and thus did not fit into an occupational catagory.

IV. VOCATIONAL SATISFACTION

In considering vocational satisfaction, the question was divided into two parts; the past and the present. It was found the majority of the group considered both their past vocational experiences and their present vocation as satisfactory, no statistically significance difference being discovered between the two. There was a trend towards more vocational satisfaction in the present than in the past, probably because of the tendency individuals would have to move to a more satisfying position from a less satisfactory one.

TABLE XXII

PAST AND PRESENT VOCATIONAL SATISFACTION OF THE DROP-OUT

VOCATIONAL SATISFACTION	PERIOD	
	PAST	PRESENT
Yes	51	57
No	16	10
Total	67*	67*

*These totals do not include full time students.

The reasons given for the lack of job satisfaction in the past and those given for the present were similar. They included such items as: poor financial returns, poor future prospects and too much monotony and routine. Two items which appeared in the

appraisal of the past did not occur among the statements for the present. These were expressed by the drop-outs as a poor attitude towards work in general as manifested by too casual an approach to work and the I-can-do-better attitude. These two statements are indicative of immaturity or a lack of realism, things which disappear with age and experience.

With regard to vocational satisfaction, over two-thirds of the sample said that they had been satisfied with their past years of employment and were quite satisfied in their present work. Interestingly, although sixteen indicated dissatisfaction with their past and present vocations, only ten indicated that they did not plan to remain in their present positions. Perhaps years of seniority, family responsibilities or financial returns had grown to such proportions as to make it unfeasible for the individuals to change jobs. Reasons for vocational satisfaction were, mainly, the converse of those given for vocational dissatisfaction. The most often cited reason for vocational satisfaction was that the work was interesting and free from routine. This reason was given by one-third of the group expressing satisfaction with their vocations. Other reasons, cited in order of frequency were:

1. Security (8)
2. Good future prospects (8)
3. Satisfactory financial return (7)
4. Pleasant working conditions (7)
5. Pleasant associates (3)

When asked specifically why they planned to remain in their present jobs, the three major reasons given were identical with those given as reasons for past job satisfaction. Again these were: work that was interesting and free from routine, good job security and good future prospects.

V. CONCLUSION

It would appear that the drop-out sample studied was not problematic from a standpoint of employment. They were not found to be vocational drifters nor did they have difficulty securing and holding jobs. There seemed to be a normal amount of vocational experimentation and change. Over half the sample had never been unemployed and any periods of unemployment were, for the majority, of very short duration.

A great variety of occupations was found in this sample and these varieties were classified using the classification of the Dictionary of Occupational Titles. The classification ranged from unskilled labour to professional and managerial workers, with the greatest concentration of individuals being grouped into the clerical and sales category. Wilstock (1964) in her study found the greatest concentration of drop-outs in semi-skilled and unskilled jobs.

The majority of individuals indicated satisfaction with their past and present vocations with satisfaction increasing from

past to present. Job satisfaction in the past and in the present was related to a number of reasons, chief of which were: work of an interesting nature and free from routine, good security and good future opportunities.

CHAPTER VIII

THE VOCATIONAL SUCCESS OF THE DROP-OUT

1. INTRODUCTION

Success can be measured in a number of ways. For the purpose of this study, success was interpreted as the general satisfaction of the individual with his circumstances, and a positive relationship between what could be expected of the individual and the actual situation. The second criterion of success was that of personal fulfillment. By this it is meant that the individual achieves reasonably close to what should be expected of an individual with the talents and potentials that are his. In this chapter the vocational success of the drop-outs is described.

II. THE CRITERIA OF VOCATIONAL SUCCESS

In evaluating vocational success, criteria such as the following are usable:

1. Job mobility and stability
2. Job satisfaction
3. Financial remuneration
4. Intellectual potential and vocational level
5. Educational level and the vocational level
6. The judgment of those in a position to judge

Not all of these were possible to apply in this study. As an indicator of vocational success or failure in this study, job mobility, job satisfaction, financial remuneration, and the judg-

ment of employers or superiors were used. The judgment of superiors or employers was included because they were best able to evaluate the success of the individual on the job. The judgment of superiors was provided by the Employer's Questionnaire (see Appendix A) and afforded an external criterion of success.

III. APPLYING THE CRITERIA TO VOCATIONAL SUCCESS

Job mobility or stability. Excessive job mobility is often indicative of an unsatisfactory worker, either from the standpoint of personal qualifications, usable skills, or maturity. On the other hand, the individual who is stable in his work, often illustrates maturity, saleable skills and an ability to fit into a working group. Obviously, there is an intermediate range between excessive mobility and complete stability in which some vocational shifting during the early stages of vocational careers occurs. Super indicates that although sociologists call this the vocational "floundering" period, he would prefer it be recognized as the "Trial Work Period" when individuals are attempting to implement a self-concept. (Super, 1957, p. 112) This trial period is a reality in many vocational careers. It could well be that this is nothing more than mobility motivated by on-the-job learning; a trial and error process which sees a person moving from one job to another as his vocational horizons are broadened by being an actual part of the working society.

The drop-outs studied did not show any excessive mobility. In fact, stability seemed to be the predominant demonstrated characteristic. Since the sample had been out of school approximately six years at the time of the interview, it is notable that thirty of a group of fifty-six had been employed steadily in the same job for the past four years. On the other end of the scale, new jobs within the year of the interview, had been obtained by nine individuals. Table XXIII illustrates this more fully.

TABLE XXIII
DROP-OUTS LENGTH OF EMPLOYMENT
IN THEIR PRESENT POSITIONS

	YEARS ON JOB			
	0-2	2-4	4 YEARS AND OVER	TOTAL
Number of Cases	15	11	30	56*

*This total does not include seven full-time students, nine self-employed individuals, or two individuals whose employers were not available for interviews.

The drop-outs in this study do not exhibit excessive job mobility. If this is an indicator of success, then this group, in general, can be judged as successful.

Job Satisfaction. In this criterion of success, the second element of the definition of success appears. If an individual is satisfied with his position, it generally indicates that he has taken stock of his talents and potentials and these are not too severely over-taxed. He feels that he is neither being overworked or under-

worked. It can also be said that if the job allows him to achieve at the level he feels he should achieve, he will be satisfied, unless there are unrealistic self-concepts, or other factors, such as inadequate remuneration or poor working conditions, which prevent satisfaction.

It would be concluded then, that if job satisfaction as indicated by a lack of mobility, is an element of vocational success, the group can be judged to be essentially successful.

Financial remuneration. In our society where material things are the marks of the successful, one cannot ignore the means to provide these material things as a criterion of success. It is, however, difficult to decide upon a basis of comparison for the drop-outs. The most reliable comparison is to relate the financial remuneration of the drop-out with the Canadian population as a whole. The average annual income of Canadians in 1964 was \$4,188.60 (Canada Year Book, 1963-64).

The study grouped the drop-outs' earnings from a category of \$2,000 and below, to a category of \$6,000 and above, with two intermediate categories. The statistical average of the middle groups was approximated at \$4,500. None of the sample was found to be earning less than \$2,000 per year. The average earnings of the high group cannot be established, but the median annual wage for the drop-outs studied was \$4,975, a figure well in excess of the average annual income of Canadians. The drop-outs as a group then, were

above average as wage earners in spite of their still being in the vocational trial period and quite low on seniority lists.

TABLE XXIV

FINANCIAL REMUNERATION OF THE DROP-OUTS

	WAGE CATEGORIES				TOTAL
	\$2000 OR BELOW	\$2001- \$4000	\$4001- \$6000	ABOVE \$6000	
Number of Cases	0	13	40	14	67*

*Full-time students were not included in this group.

IV. THE EMPLOYER APPRAISAL, AN EXTERIOR CRITERION OF SUCCESS

Introduction. The fourth and most authoritative indicator of success was the judgment by the employer or superiors of the drop-outs. These judgments were gathered by means of the Employer's Questionnaire. Of the drop-outs, seven were students with no employers as such, nine were self-employed, and two employers were unavailable, so that in all cases below, fifty-six employers were questioned.

Success or failure was indicated by the employer on an examination of two areas; the future opportunities for the drop-out, and the drop-out's quality as a worker and as a member of the working team.

Vacational opportunities for the drop-outs. The great majority of the drop-outs were employed in positions which had possibilities for advancement in the eyes of their employers.

However, twelve employers indicated that there was no room for advancement in the job held by the drop-out. This group of twelve is not necessarily in as unfortunate a position as it may appear since tradesmen, for example, an electrician, usually continue as tradesmen throughout their vocational lives.

Although forty-four of the drop-outs were involved in jobs which had advancement possibilities, only thirty-nine of the original fifty-six were considered by their superiors as likely to advance in their work. In this area, however, seven questionnaires had to be marked "no comment" because the superiors questioned did not either feel free or qualified to give such information. Ten employers did not feel that the individuals involved would advance in their work.

It may be assumed on the basis of the above that over three-quarters of the drop-outs had positions which could lead to promotion, and that the majority of them have employers or superiors who feel they will advance in their work. This would indicate success in this facet of the evaluation.

The employer evaluates the drop-out as a worker. Employers or superiors rated forty-four of the fifty-eight employed drop-outs as valuable assets to the firm employing them while ten were not considered valuable. These drop-outs did not experience any great difficulty in fitting into a work situation. Fifty-one of the group were judged as being able to get along well with their fellow workers and fifty-four were rated as being able to get along well with their

employers or superiors.

Generally, the sample seemed able to accept responsibility well as forty employers rated their employees high in this area. The greatest weakness shown by the drop-outs in their work as reported by the employers were:

1. A lack of maturity (12)
2. A lack of persistence and thoroughness (10)
3. A lack of industriousness and ambition (5)
4. A lack of leadership qualities (3)

The assets of the drop-outs as noted by the employers or bosses included:

1. Pleasing personality traits (10)
2. Conscientiousness (9)
3. Ambition (8)
4. Ability to think and adapt (8)
5. Industriousness (8)

It should be noted that when employers were asked to compare the drop-out employee with another employee with a higher level of education, education was not too great a consideration. The responses to this question in order of frequency of occurrence were:

1. Educational level of minor significance; performance is more important (38)
2. More education is slightly preferred (8)
3. Higher education is definitely preferred (4)

It would seem from the above that the drop-outs were involved in positions in which other factors such as personality, conscientiousness and industriousness were of equal or greater importance than educational background.

The employers of the drop-out sample indicate a general satisfaction with their employees in relation to their personal and

academic qualifications. They find their employees to be seeking advancement and responsibility, able to get along with others in their work and manifesting the important qualities of ambition, industriousness and conscientiousness. These findings further support those noted earlier of the general vocational success of the drop-outs studied.

V. CONCLUSION

The vocational success of the drop-outs has been found to be high on the basis of the four criteria used to establish this. The criteria were job mobility or stability, job satisfaction, financial remuneration and employer satisfaction.

No excessive job mobility was exhibited by the sample, and in general, the majority seemed to be satisfied with their positions. The financial remuneration of the sample exceeded, on the average, the average annual income of Canadians by \$700 per year.

The employer judgment criterion again verified the previous indications of success for the drop-out sample. The sample had jobs which afforded opportunities for advancement and employers considered advancement possible in the majority of cases. In personal qualities the drop-outs were rated as quite acceptable, and in general, the sample was considered an asset to their employers.

CHAPTER IX

THE ECONOMIC SUCCESS OF THE DROP-OUT

I. INTRODUCTION

The economic success of the drop-outs studied was examined in some detail to determine whether they manifested any signs of deprivation or whether they had a reasonable amount of material goods and other assets and, along with this, a satisfactory chance to acquire more of these.

II. CRITERIA USED

In investigating this area, care was taken to structure the questions and to present them in such a way that these items would not alienate the interviewee as they were asked about their possessions and the values of them. Such values were not usually asked directly but rather value categories were arranged so as to present a choice. The items which were used as part of the analysis included ownership of the following:

1. A car
2. Insurance
3. Investments
4. Bank Savings
5. Real Estate
6. Other Assets

One item which was not included in this section, but which should be noted is the extra training or education many have taken which,

in a large sense was also an investment. The major indicator of success however, was the accumulated wealth represented by the items listed above.

III. FINDINGS

Possession of a car. Consideration was given to the value of the car or cars owned by the drop-out. This value was assigned by reference to retail car market prices. In establishing the asset value of cars, only the drop-outs' actual equity in the car was noted. It was found that seventy of the seventy-four drop-outs drove cars in which they owned varying equities.

Insurance, investments and bank savings. The insurance referred to in assessing the accrued assets of the group was life insurance which represented, in most cases for the individual, a form of investment as well as protection. The value taken in each case was the cash-surrender value and not the face value of the insurance certificate. Sixty-six of the seventy-four carried insurance. Not all, however, carried the type of insurance which had a cash-surrender value.

Thirty-five of the sample indicated some form of investments ranging from government bonds, which were most common, to company shares and mutual fund memberships. In these cases exact valuation of the assets was possible.

Forty-nine of the sample indicated some bank savings. For the most part, these were small and generally the accounts were used for chequing purposes.

Real estate. It is notable that twenty-three of the individuals owned real estate. This real estate, quite naturally, was made up, predominantly, of private homes in which the drop-outs lived. The homes were scattered throughout the city, the greater majority being found in the new suburban areas. When value was recorded for their homes, the value recorded was only the equity the individual had in the home.

Other assets. This classification of assets included miscellaneous items ranging from photographic equipment to company pension funds, the latter being on deposit and redeemable. Most of the items included here were the material possessions which had not been valued when the other assets were surveyed. For the most part, replacement costs were used to determine value, although the use of the householder insurance policies was the source of some evaluations.

Total value of accrued assets. In establishing the economic worth of the drop-outs, it was necessary to examine, as far as possible, all the assets that the group had accumulated. To do this their assets were valued in relation to firm criteria. For example, the asset represented by a car considered only the equity owned by the drop-outs. Real values were also assigned to the other assets controlled by the drop-outs. By this approach, although by

inclination, the drop-outs may have acquired assets in different areas, nonetheless, the total asset picture was standardized. Table XXV summarizes the total assets accumulated by the seventy-four male interviewed drop-outs.

TABLE XXV
TOTAL ASSET VALUES OF THE DROP-OUTS

	VALUE CATEGORIES				
	\$2,000 and below	\$2,000- \$6,000	\$ 6,000- \$10,000	Above \$10,000	Total
Numbers	11	28	20	15	74

The extremes in the economic worth of the drop-outs ranged from a student who had a small wardrobe and some tuition money in the bank to the individual whose share in a partnership marketing organization and other assets amounted to \$210,000. Most individuals had acquired assets in the range between \$2,000 to \$6,000, while four individuals indicated their accrued assets at above \$15,000. It should be noted that some of the drop-outs had made investments in further education, an item which cannot be assigned a dollar value but which can be considered as a meaningful and real asset. As a group the drop-outs do appear to have acquired a satisfactory amount of economic assets and so cannot be judged unsuccessful on this account.

IV. CONCLUSION

Concluding, the drop-outs evidence some degree of economic success as was found by an investigation of the assets which they

had acquired since the time of dropping out. There was some variance in the sample in relation to asset acquisition. Consideration of their financial remuneration indicated that the group would continue to acquire assets, thus it would appear that the sample had achieved a satisfactory degree of economic success.

CHAPTER X

FACTORS ASSOCIATED WITH DROP-OUT SUCCESS

I. INTRODUCTION

To this point, this study has reported only the descriptive characteristics of the drop-outs studied. Undoubtedly many of these characteristics are interrelated. This chapter seeks to explore certain of these relationships considering the criteria of vocational and economic success and other related variables. No attempt has been made to examine other than the most obvious relationships. The description of the variables to be considered has already been completed in earlier chapters and will not be repeated. All tests for significance of difference will employ the conventional Chi Square test illustrated in Figure I in Chapter III. The five per cent level of confidence or better was accepted as indicating a significant relationship. This chapter will only summarize the findings of these analyses. However, the data reporting the various relationships examined may be found in Appendix B.

II. VARIABLES CONSIDERED

Six criteria of success have been described in earlier chapters. In summary these are:

1. Employee satisfaction
2. Employer satisfaction

3. Opportunity for advancement on the job
4. Financial remuneration
5. Accrued assets
6. Job stability

These six criteria will be examined in relation to themselves and to the following:

1. Intelligence
2. Credits earned in school
3. Past-school experience at the elementary, junior and senior high school levels
4. Time of drop-out during the school year
5. Additional education obtained since drop-out
6. Marital status

III. FINDINGS

The summary of the Chi Square tests is reported in Table XXVI. The relationship of criteria and variables is as follows:

Intelligence. It was found in relation to intelligence, that the group possessing I.Q.'s of 110 and above, related positively to only financial remuneration and this at the one per cent level of significance. All other relationships of intelligence with the six criteria were not significant. It can be concluded that the more intelligent a drop-out, the more likely he is to be better paid, i.e., earn over \$6000. per year, than his less able counterparts.

Credits earned in school. For credits earned, two relationships were found to be significant at the five per cent level of confidence, specifically, employee job satisfaction

and, opportunity for advancement. It can be concluded that those students with eighty-one credits are more likely to be satisfied in their positions and they are likely to have more opportunities for advancement. It is apparent that these two are not mutually exclusive.

Past-school experiences. Only one statistically significant relationship (at the five per cent level) was found between the criterion, accrued assets, and the variable, past-school experience, at the junior high level. The conclusion being drawn that drop-outs having indicated the junior high school experience as pleasant would accrue more assets than those indicating a neutral or negative experience. There does not appear to be any obvious explanation for this.

Time of drop-out. No statistically significant differences were found when the various criteria were related to this variable.

More education obtained since drop-out. No significant differences were found when this variable was related to the various criteria.

Marital status. This variable showed a statistically significant relationship at the five per cent level of confidence with the criterion of accrued assets. The cause for this particular finding could be twofold. Drop-outs who marry are more cautious in their expenditure of money thus spending it on durable goods. It could also be attributed to the probability of two incomes securing assets in the early stages of married

TABLE XXVI

SUMMARY OF TESTS OF SIGNIFICANCE EXAMINING THE RELATIONSHIPS BETWEEN
SIX MEASURES OF VOCATIONAL SUCCESS AND EIGHT OTHER VARIABLES

CRITERIA OF SUCCESS	VARIABLES				CRITERIA OF SUCCESS									
	INTELLIGENCE	CREDITS EARNED	SCHOOL EXPERIENCES			TIME OF DROP-OUT	MORE EDUCATION	MARITAL STATUS	EMPLOYEE SATISFACTION	EMPLOYER SATISFACTION	OPPORTUNITY FOR ADVANCEMENT	FINANCIAL REMUNERATION	ACCRUED ASSETS	JOB STABILITY
ELEMENTARY			JUNIOR HIGH	SENIOR HIGH										
CRITERIA OF SUCCESS	EMPLOYEE SATISFACTION	NSD	5%	NSD	NSD	NSD	NSD	NSD	---	NSD	NSD	5%	NSD	NSD
	EMPLOYER SATISFACTION	NSD	NSD	NSD	NSD	NSD	NSD	NSD	---	---	NSD	5%	NSD	NSD
	OPPORTUNITY FOR ADVANCEMENT	NSD	5%	NSD	NSD	NSD	NSD	NSD	---	---	NSD	---	NSD	NSD
	FINANCIAL REMUNERATION	1%	NSD	NSD	NSD	NSD	NSD	NSD			---	---	NSD	NSD
	ACCRUED ASSETS	NSD	NSD	NSD	NSD	NSD	NSD	5%			---	---	NSD	---
	JOB STABILITY	NSD	NSD	NSD	NSD	NSD	NSD	NSD						---

life which would permit the married drop-out to acquire more material goods than his single counterparts.

Interrelationship of criteria. When the criteria of success were interrelated, in only two instances were statistically significant relationships discovered. These occurred when financial remuneration was related to employee and employer satisfaction. Both were significant at the five per cent level of confidence. The obvious conclusion from this would be that employees tend to be satisfied in their jobs when they are well paid (above \$6000.) and employers who are satisfied with their employees tend to pay them in relation to their worth. Further, the employee who likes his job is probably prepared to devote a major effort to it. This, in turn, satisfies the employer who denotes his satisfaction with salary increases which cause further satisfaction to the drop-out, thereby continuing the cycle.

IV. CONCLUSION

In all, sixty-three relationships were examined for statistical significance in this part of the study. With five exceptions, no statistically significant relationships between the criteria and the variables were found. These were:

1. Employee satisfaction and number of credits earned in school
2. Opportunity for advancement and number of credits earned in school
3. Accrued assets and school experiences at the junior high school level
4. Financial remuneration and intelligence
5. Accrued assets and marital status

When the criteria were interrelated two statistically significant relationships were discovered. These were:

1. Employee satisfaction and remuneration
2. Employer satisfaction and remuneration

All seven relationships were positive.

CHAPTER XI

THE DROP-OUT AS A CONTRIBUTING MEMBER OF SOCIETY: A SUMMARY OF FINDINGS AND CONCLUSIONS

I. INTRODUCTION

This study has shown that the sample investigated did not display any unusual trends, either from a vocational or economic standpoint. The evidence reported clearly indicates that they have fitted into society without difficulty. It would seem, as mentioned earlier, that the sample has met with far more success than is usually expected of drop-outs. The purpose of this chapter is to review what has been said in an effort to demonstrate that the sample has been successful in fitting into their adult role, and thus, are contributing members of society.

II. THE CRITERIA

Philanthropists are often considered as persons who make outstanding contributions to society. But so are those persons not able to carry out these more obvious acts. Our society depends largely on those individuals who lead less noteworthy, "average" lives while making their contributions. The sample investigated by this study are contributing members of the society as shown by the application of three criteria. These are:

1. Their efforts to raise their level of education
2. Their vocational success
3. Their economic success

III. APPLYING THE CRITERIA

Level of education. In chapter VI of this study, it was shown that most of the drop-outs have made efforts to raise their educational levels. Only sixteen of the group felt that they did not need further education, or could not get it. Fifty-eight of the sample had continued with their education, either while working, or by going back to school full time.

With regard to those who did not seek further education, it must be said, in fairness, that further education may well have been too difficult or expensive for them to attain. It should also be noted that some of the sixteen were holding positions with advancement possibilities and these jobs obviously did not demand further formal education. Considering these points and noting the number who did return to some type of formal education, it can be said that the sample showed thoughtfulness and responsibility in regard to furthering their education.

It can be concluded that the efforts to raise educational levels and the consideration shown in this regard indicates that the members of the drop-out group had accepted their responsibilities and were contributing members of society.

Vocational success. It has been reported that the drop-outs met with a good degree of success and satisfaction in their vocational pursuits, and this satisfaction has been reflected by their employers and superiors. It has been found, too, that the

vocational patterns of these individuals have, in the main, been typical, demonstrating neither excessive mobility nor serious unemployment problems. Jobs have been available for them and they showed what would be considered a normal amount of job experimentation.

From this it would appear that although the talents of these drop-outs may not have been as well developed as they could have been by the schools, nevertheless, the sample has succeeded vocationally. On this criterion, then, it can be taken that these individuals have and are making a satisfactory contribution to society and in no sense are a burden on it.

Economic success. The drop-out sample has been shown to have gathered about them a reasonable supply of material goods and other assets which allow them some degree of personal satisfaction. Most own cars, many own their own homes, with the usual mortgage agreement. In no cases were the individuals found in deprived circumstances and none was on welfare aid or unemployment insurance.

For the sample studied, it is definitely not true that they were dependent upon others in the society. They were, as a group, economically successful and were well able to stand on their own without excessive recourse to government welfare plans. The term "excessive" is used here since, although the question was not asked, it is obvious that some members of the sample have relied on Unemploy-

ment Insurance benefits during the periods of their unemployment, which is their privilege as citizens.

IV. REPLYING TO THE HYPOTHESES

Hypothesis Number One

Failure of an individual to complete his education is paralleled by vocational failure.

Conclusion. The data do not support this hypothesis. The group was found to be successful vocationally, although some vocational dissatisfaction did occur in a small number of cases.

Hypothesis Number Two

Failure of an individual to complete his education is paralleled by economic failure.

Conclusion. The findings do not support this hypothesis.

Hypothesis Number Three

Attitudes toward work and employers or superiors tend to be generally negative on the part of the drop-out.

Conclusion. The data gathered did not support this hypothesis. The attitudes of all but a few in the drop-out group tended to be positive towards work, superiors and employers. These attitudes, as expressed by the group, were reciprocated by employers or superiors of the drop-outs.

Hypothesis Number Four

Employers do not generally hold the drop-out in as high regard as the graduate, nor do they as readily consider these individuals for promotion.

Conclusion. The data gathered did not support this hypothesis. Employers did not lay too much stress on the formal education of the drop-outs, preferring rather the personal characteristics of ambition, industriousness and conscientiousness. Most drop-outs were held in high regard by their employers and had opportunities for advancement open to them.

Hypothesis Number Five

There is a tendency for the drop-out to maintain a negative attitude towards the value of an education.

Conclusion. The data gathered did not support this hypothesis. A small group of drop-outs expressed a disinterest in further education. This disinterest was generally not negative, but neutral. The great majority of the group studied, were positive in their attitudes towards education, as illustrated by the number who carried on some type of formal education after leaving school.

Hypothesis Number Six

Vocationally successful drop-outs are of a higher intellectual calibre than the less successful.

Conclusion. The data upheld this hypothesis. It was shown that drop-outs of above 110 I.Q. tend to be more highly paid than their less successful counterparts.

V. STATISTICAL ANALYSIS OF RELATIONSHIP

From the data, the relationships of eight variables and six criteria were analysed statistically for significance. Sixty-three relationships were tested for significance of difference using the Chi Square analysis. Seven relationships were found to be significant at the five per cent level of confidence or better. From these the following could be concluded: most drop-outs with whom employers are satisfied, tend to make over \$6,000 and if the drop-out makes over this amount, he tends to be satisfied with his employment. The drop-out with I.Q. 110 or over tends to receive more money for his work than those having a lower I.Q. It was found that the drop-out has more chance for advancement if he has gained more than 81 school credits, and at the same time he will also receive greater remuneration and be more satisfied in his work. In regard to asset accumulation, the drop-out who is married and has had a pleasant junior high school experience, is likely to gain more economic assets than his single counterpart.

VI. CONCLUSION

This study of a male high school drop-out sample has resulted in markedly different findings than were hypothesized. The sample studied clearly does not fit into the general stereotype of failure which has long been proclaimed for drop-outs. In fact, a sizeable number of the drop-outs are highly successful, both vocationally and economically.

It is true that the sample studied represented a higher level drop-out, educationally, than are many drop-outs, and yet these are not the highest level drop-outs which could be studied as one reads the literature in which concern is expressed over college and university drop-outs. It is possible that some of the drop-outs actually benefited by their experience. By this it is meant they could have been thrust into the adult working society early enough to be able to return and continue to educate themselves, or at least turn their attention to some form of formal education while they still had certain study sets, or the energy of youth, having realized the value of an education from their job experiences. It is also highly probable that the education they were receiving while at school was of less value than the education gained from actual work experience.

It has been amply demonstrated that the sample studied was not a failure, either vocationally or economically. Many are still striving to improve their situations, which should result in even

greater satisfaction and success for them. They are neither depressed economically, penalized vocationally, or static educationally.

CHAPTER XII

GENERAL OBSERVATIONS AND AREAS FOR FURTHER STUDY

I. INTRODUCTION

The material of this chapter is not based specifically upon the results of the data gathered in this study, but upon the experience of the writer as the interviewer and as a member of the school system upon which this study was carried out. For the most part the following are impressions obtained which are not extraneous to the material comprising the questionnaires used in the study, but rather, additional to it although not formally tabulated and analyzed. They represent speculation and opinions which might be both of interest and worthy of further investigation by those interested in working in this area.

II. QUESTIONS ARISING FROM THE STUDY

Are drop-outs really penalized? It would be difficult to prove that the drop-outs of this study would have done better had they remained in school. These individuals, in the main, have fitted into the adult society with relatively little difficulty. It is possible that, had they not left school when they did, frustration, boredom and careless habits could have become more a part of their personal characteristics. On the

other hand, the challenge of the working world may have been just the stimulus to spark their realization of the practicality of an education. The schools did not seem to be fulfilling the need of this particular sample. It is a question whether dropping out of school is, of necessity, always bad.

Now, while it can be said that the sample contained drop-outs who, as a group, were above average in their intellectual potential, and that these could have been educated to a higher level, it remains true that the school can only do so much. To a large extent the orientation of students to subjects on the curriculum, to school and even to vocations and vocational levels, is developed outside of the school in the student's cultural habitat. The writer feels, however, that although the drop-outs of this sample were generally successful, their success could have been easier and greater if they had been able to make fuller use of what could have been offered to them in their schools.

Are our schools' curricular offerings adequate? Fortunately, since the time the drop-outs of this study were in school, significant changes have occurred in the curricular offerings of the school system involved in the study. Although there was some diversification in the curriculum at the time these students were in school, it was still, primarily, academic in emphasis. The Calgary school system with the aid of the Federal and Provincial governments has created a multifaceted

curriculum which, when developed to its fullest, should cater to the needs and interests of all those attending the schools. Constant revision in any school system is necessary to keep pace with changes which are continuously occurring in our society.

Is our guidance and counselling service adequate? The indication from the drop-outs in regard to this question is definitely negative. Although many wished they could have used the counselling and guidance services, they did not or could not avail themselves of them. It is the writer's belief that the situation has undergone some improvement, but the problem of inadequacy is still prevalent. With increased enrollments, increased complexity of curriculum, and the increasing complexity of our society in general, not to mention the devolve-ment on the schools of more and more responsibilities which used to be the function of the community, there is an increased need for more counsellors with better training and with greater time at their disposal.

Are the schools combatting the drop-out problem? With regard to the drop-out problem in the city of Calgary at the present time, the heads of the guidance departments of the schools involved in this study, were contacted just previous to the printing of this study to see what effort was being made to cope with the drop-out situation. With the exception of the Calgary School Board Laggard Policy, which deals strictly with

underachievers, little is being done to combat the drop-out problem. In a brief survey the following questions were asked these guidance department heads:

1. Do the schools try to contact potential drop-outs for guidance and counselling or other remedial help?
2. Is there an effort to counsel with the drop-out at the time of dropping out?
3. At the time of drop-out do the guidance counsellors contact the parents to see what could be done to prevent the student from dropping out?
4. Is there a follow-up of the drop-out some time after he has left school to see if the school can aid him?
5. Is there any attempt to ascertain which students have dropped out of school during the summer vacation period, and if so, is there any attempt to fit the student back into school?

In every instance, for each of the three schools, the answers to the above questions were in the negative. The basic reason for this seemed to be lack of time and personnel in the guidance departments. It seems absolutely necessary to increase the time at the disposal of the counsellors and the number of counsellors if better results are to accrue from our guidance and counselling services.

Should teachers be counsellors? The drop-outs of this study felt quite strongly against teachers as counsellors. The feeling was expressed again and again that the teachers represent authority and it is impossible for them to play the second role of counsellor. It seems necessary that counsellors be taken out of the authority situation so that they may be more acceptable to the student with academic or personal problems. The solution

is to develop into full-time counsellors those teachers whose personality, moral and educational qualifications make this feasible. In lieu of full-time counsellors, the teacher-counsellor should teach in the subject areas which allow a certain permissiveness or closeness of relationship between the teacher and the counsellee in the classroom situation. But in so doing it must be recognized that these could reduce the effectiveness of either the teaching or counselling act or both.

Is adult education the answer to the drop-out problem?

The adult education opportunities of the Calgary Public School Board, the writer has been informed by the Director, are being used by many drop-outs. It is hoped that a solution can be found for the prevention of drop-outs, but in the meantime this program serves quite a number of the drop-outs. One area relating to adult education seems in need of improvement. Many of the drop-outs contacted were uninformed as to just where they could get advice and information on how they could best continue their education. An expanded adult counselling and information service is necessary to complement this growth in adult education.

Should high schools reorganize into semester systems?

With so many of the drop-outs indicating they moved to a private junior college to take advantage of the semester system, it would seem that this organization should be introduced in at least one of the Calgary Public School Board high schools if only on an experimental basis. It seems unreasonable to expect a student

to take a ten-month period to complete fifteen to twenty credits when this could be done in four to five months.

IV. AREAS FOR FURTHER STUDY

This study has revealed some areas which profitably could be subject to further study. Several of these are noted below.

1. It has been suggested that drop-outs become concerned about their educational deficiencies and that they quite often remedy these. It would be an interesting study to compare a group of drop-outs with another group of diploma graduates of similar intellectual potential to see whether the drop-out group exceeds the diploma group in their ultimate educational level. Perhaps the drop-out group sees more clearly and earlier the need for more education.
2. Automation and cybernation are often cited as the nemesis of the uneducated. The question remains, do the drop-outs take jobs which are potentially to be taken over by technology? The results of this study question this. It seems that there are many jobs available and sacrosanct from automation.
3. Student utilization of the counselling services among the drop-out group studied, was poor. An interesting study of value would be a role expectancy study, carried out on a student group as they indicated what they expected in the counselling situation, and of the counsellor.
4. This study has raised this question: since the drop-out group can be considered successful economically and vocationally, how do drop-outs compare with a similar group of diploma students with regard to vocational and economic success?
5. Stress has been laid recently that our educational system is structured to cater to the middle class. A suggested study would be a comparison of a group of drop-outs with a similar group of diploma

students with reference to their cultural backgrounds to discover if cultural backgrounds determine educational success or whether the ability to succeed overcomes a poor cultural environment.

V. CONCLUSION

This chapter has dealt with some of the questions which resulted from the study. These questions were commented upon from the experience of the writer as the interviewer in the study, and as a participating member of the school system in which the study had been carried out. The questions referred to the penalties imposed on the drop-out by society, the curricular offerings of the schools, the inadequacy of the guidance and counselling services, the absence of steps being taken to combat the drop-out problem, the question of using teachers as counsellors, adult education, and finally, the benefits of the semester system of school organization. The final portion of this chapter suggested areas for further research as were brought out by the study.

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A P P E N D I X A

NO. _____

A POST-SCHOOL STUDY OF THE VOCATIONAL AND ECONOMIC SUCCESS OF A
SELECTED GROUP OF HIGH SCHOOL DROP-OUTS

Tel. _____ Address _____ Name _____

PART I - GENERAL

1. Marital status M _____ S _____. 2. If married, number of children _____
3. School last attended _____
4. Grade and class of school last attended. Grade _____ Class _____
5. Last home room teacher _____

PART II - PAST SCHOOL EXPERIENCES

1. Can you recall whether the experiences you had in your elementary school years from grades one to six were pleasant or unpleasant?

(a) pleasant _____
(b) unpleasant _____
(c) neither _____
(d) can't remember _____

2. Can you recall the experiences that you had in junior high school as pleasant or unpleasant?

(a) pleasant _____
(b) unpleasant _____
(c) neither _____
(d) can't remember _____

3. Would you consider your high school experiences as pleasant or unpleasant?

(a) pleasant _____
(b) unpleasant _____
(c) neither _____
(d) can't remember _____

4. In which subject did you do your best work then in junior high school?

(a) Literature _____
 (b) Language _____
 (c) Social Studies _____
 (d) Mathematics _____
 (e) Science _____
 (f) Elective _____

5. In which subject did you do best in high school?

(a) English _____
 (b) Social Studies _____
 (c) Science _____
 (d) Mathematics _____
 (e) Elective _____

6. To what extent were you involved in the clubs or athletics in junior high school and senior high school?

	<u>Sr. High</u>	<u>Jr. High</u>
(a) Highly active	_____	_____
(b) Average	_____	_____
(c) Little Activity	_____	_____
(d) Can't Remember	_____	_____

7. To which of the extra-curricular activities such as clubs or athletics did you give most of your time?

8. What would you say was your most pleasant memory of your junior high school years?

9. What would be your most pleasant memory of senior high school?

PART III - ATTITUDES: School Leaving and Further Training

1. Why did you leave school without gaining your High School Diploma?

2. Have you ever been tempted to return to school at any time since you left?

(a) Yes

(b) No

3. If you have felt that you should return to school when did you feel most strongly that you should return?

4. Why did you not return to school?

5. Why did you feel that you should return to school after leaving?

6. Do you feel that the High School Diploma is necessary?

7. Have you considered ways by which you could increase your education or training while continuing to work?

(a) Yes

(b) No

8. Are you satisfied with your present level of education?

9. Have you taken any education or training since leaving school?

- (a) Yes _____
- (b) No _____

Type of education or training taken.

10. Do you plan to take more education or training in the future?

- (a) Yes _____
- (b) No _____

Type of education or training planned _____

Do you know who might help you or what agency might help you get further training?

- (a) Yes _____
- (b) No _____

If yes, to what source of help would you go? _____

PART IV - GUIDANCE

1. Do you remember who your guidance counsellor was when you attended grade nine?

- (a) Yes _____
- (b) No _____

2. Do you remember who your guidance counsellor was the year you left school?

- (a) Yes _____
- (b) No _____

3. Did you feel free to talk over school difficulties with these counsellors?

- | | <u>Jr. High</u> | <u>Sr. High</u> |
|--------------------|-----------------|-----------------|
| (a) Yes | _____ | _____ |
| (b) No | _____ | _____ |
| (c) Don't remember | _____ | _____ |

4. If the answer to the above question is no, do you remember why you did not feel free to talk over these difficulties with the counsellors?

5. Did you feel free to talk over any personal problems with these school counsellors?

	<u>Jr. High</u>	<u>Sr. High</u>
(a) Yes	_____	_____
(b) No	_____	_____
(c) Can't remember	_____	_____

6. Do you remember why you felt you could nor could not talk over these problems with the school counsellors?

7. Prior to your leaving school did you have any contacts with your counsellor regarding your decision to leave school?

(a) Yes	_____
(b) No	_____

8. Was there any help by the counsellor to guide you in your decision?

(a) Yes	_____
(b) No	_____

9. Do you feel that the school counsellors helped you during your junior high school and senior high school years by providing useful guidance and direction?

	<u>Jr. High</u>	<u>Sr. High</u>
(a) Yes	_____	_____
(b) No	_____	_____
(c) Can't remember	_____	_____

10. Do you recall what type of help that the high school counselors gave to you during your high school years?

11. What would you say was the greatest help provided by your counsellor during your junior and senior high school years?

12. In relation to the time when you left school, what do you think the guidance counsellors should have done in your case?

13. What did you think of your counsellors at the time you were in school?

14. As you look back, what do you think of your school counsellors and their efforts now?

15. What could you suggest which would have improved the counselling services of your high school?

PART V - EMPLOYMENT

1. Are you presently employed?

(a) Yes _____
(b) No _____

2. By whom are you employed? (If the interviewee is not presently employed, the questions in this section may be interpreted as to apply to the interviewee's last employment by using the past tense).
-
-

3. Who is your immediate superior or boss?
-

4. Are you satisfied with your present employment?

(a) Yes _____
(b) No _____

5. What is the reason for your satisfaction or dissatisfaction?
-

6. Have you even been unemployed after you began work?

(a) Yes _____
(b) No _____

7. Approximately how many times have you been unemployed?
-

8. If you have been unemployed what was your longest period of unemployment?
-

9. Have the jobs that you have had been satisfactory to you for the most part?

(a) Yes _____
(b) No _____

10. Can you think of the reasons why you have not been satisfied in the jobs that you have had?
-
-

11. What type of work do you do in your present job?

12. Have you ever left any of your jobs because you have been asked?

- (a) Yes _____
(b) No _____

13. Do you plan to remain in this present job?

- (a) Yes _____
(b) No _____

(c) Why? _____

14. In which of these wage categories do your earnings fall presently?

- (a) \$2000 or below _____
(b) \$2001 to \$4000 _____
(c) \$4001 to \$6000 _____
(d) Above \$6001 _____

15. What other positions or jobs have you had since leaving school?

(a) Name of employer or firm _____

(b) Name of your boss or immediate superior _____

(c) What type of work did you do _____

(d) What was your highest wage bracket (use above categories)

(e) Why did you leave? _____

PART VI - ECONOMIC

1. Since leaving school you may have accumulated some assets. Using the following monetary categories indicate roughly the value of these assets.

- | | |
|---------------------------|-----------------------------|
| (a) less than \$100 | (e) from \$2001 to \$4000 |
| (b) from \$101 to \$500 | (f) from \$4001 to \$6000 |
| (c) from \$501 to \$1000 | (g) from \$6001 to \$10,000 |
| (d) from \$1001 to \$2000 | (h) above \$10,000 |

A car	Yes	_____	No	_____	Value category	_____	\$	_____
Insurance	Yes	_____	No	_____	Value category	_____	\$	_____
Investments	Yes	_____	No	_____	Value category	_____	\$	_____
Bank Savings	Yes	_____	No	_____	Value category	_____	\$	_____
Real Estate	Yes	_____	No	_____	Value category	_____	\$	_____
Other Assets	Yes	_____	No	_____	Value category	_____	\$	_____
Total approximate value of assets								\$ _____

PART VII - SCHOOL RECORDS

1. High school scholastic mental ability ratings

(a) 70 to 79	_____
(b) 80 to 89	_____
(c) 90 to 99	_____
(d) 100 to 109	_____
(e) 110 to 120	_____
(f) 120 to 130	_____
(g) above 131	_____

2. Number of credits earned at high school. _____

3. Age on dropping out of high school _____

4. Attendance record	<u>Actual</u>	<u>Possible</u>
(a) 1955-56	_____	_____
(b) 1956-57	_____	_____
(c) 1957-58	_____	_____

5. Date when drop-out occurred.

EMPLOYER QUESTIONNAIRE

No. _____

Subjects Name

The following questions form a part of a study of the vocational and economic success of certain individuals who left school during 1957-1958. The study is being carried out under the auspices of the University of Alberta, Edmonton, by Mr. Gordon B. Vincent. It is designed to add to the body of knowledge concerning students and their post-school vocational experiences. The information obtained will be treated with the strictest confidence and no specific mention of any circumstances or individual will be made as a result of the study.

1. Approximately how long has this employee been employed by you or your firm?

_____ years _____ months.

2. Does the employee give the impression that he eager for advancement and seeking extra responsibilities?

(a) Yes _____
(b) No _____
(c) No judgment _____

3. Do you consider this employee as a valuable asset to you or your firm?

(a) Yes _____
(b) No _____
(c) No judgment _____

4. Does he seem to get along well with his fellow employees?

(a) Yes _____
(b) No _____
(c) No judgment _____

5. Does this employee seem to get along well with his bosses or superiors?

(a) Yes _____
(b) No _____
(c) No judgment _____

6. Do you feel that this employee accepts responsibility well?

- (a) Yes _____
- (b) No _____
- (c) No judgment _____

7. Is there any chance for this employee to advance in this employment?

- (a) Yes _____
- (b) No _____

8. Do you believe that this employee will advance in this work?

- (a) Yes _____
- (b) No _____
- (c) No judgment _____

9. To what position is it reasonable to expect this employee to advance?

10. What would you say was this employee's greatest weakness in his work?

11. What would you say is this employee's greatest asset in his work?

12. Could you compare this employee with another employee doing the same work but with the latter having a higher education? In other words, on the basis of their work, which would you prefer?

*Students who dropped out of school after obtaining 70 credits but failing to obtain the high school diploma.

HIGH SCHOOL

[illegible]

A P P E N D I X B

APPENDIX B

CHI SQUARE CONTINGENCY TABLES - CHAPTER X

I. EMPLOYEE SATISFACTION AND FINANCIAL REMUNERATION

EMPLOYEE SATISFACTION	SALARY CATEGORIES			TOTALS
	\$2000-\$4000	\$4000-\$6000	Above \$6000	
Satisfied	7	34	12	53
Dissatisfied	6	6	2	14
Totals	13	40	14	67

$\chi^2 = 6.30$ d.f. = 2 Sig. = 5 per cent level

II. EMPLOYEE SATISFACTION AND CREDITS EARNED

EMPLOYEE SATISFACTION	CREDITS EARNED		TOTALS
	81 or LESS	82 or MORE	
Satisfied	22	31	53
Dissatisfied	9	5	14
Totals	31	36	67

$\chi^2 = 4.317$ d.f. = 1 Sig. = 5 per cent level

III. EMPLOYEE SATISFACTION AND OPPORTUNITIES
FOR ADVANCEMENT

EMPLOYEE SATISFACTION	OPPORTUNITY FOR ADVANCEMENT		TOTALS
	YES	NO	
Satisfied	32	8	40
Dissatisfied	7	2	9
Totals	39	10	49

$\chi^2 = .012$ d.f. = 1 Sig. = NSD

IV. EMPLOYEE SATISFACTION AND INTELLIGENCE

EMPLOYEE SATISFACTION	INTELLIGENCE		
	109 and BELOW	110 and ABOVE	TOTAL
Satisfied	10	10	20
Dissatisfied	30	17	47
Totals	40	27	67

$\chi^2 = 3.184$ d.f. = 1 Sig. = NSD

V. EMPLOYER SATISFACTION AND INTELLIGENCE

EMPLOYER SATISFACTION	INTELLIGENCE		
	109 and BELOW	110 and ABOVE	TOTAL
Satisfied	28	16	44
Dissatisfied	5	5	10
Totals	33	21	54

$\chi^2 = .192$ d.f. = 1 Sig. = NSD

VI. EMPLOYER SATISFACTION AND CREDITS EARNED

EMPLOYER SATISFACTION	CREDITS EARNED		
	81 or LESS	82 or MORE	TOTAL
Satisfied	18	26	44
Dissatisfied	6	4	10
Totals	24	30	54

$\chi^2 = 2.100$ d.f. = 1 Sig. = NSD

VII. EMPLOYER SATISFACTION AND REMUNERATION

EMPLOYER SATISFACTION	REMUNERATION		
	\$6000 or LESS	\$6000 or MORE	TOTAL
Satisfaction	36	2	38
Dissatisfaction	10	8	18
Totals	46	10	56

$$\chi^2 = 10.25 \quad \text{d.f.} = 1 \quad \text{Sig.} = 5 \text{ per cent level}$$

VIII. EMPLOYER SATISFACTION AND TIME OF DROP-OUT

EMPLOYER SATISFACTION	TIME OF DROP-OUT		
	SEPTEMBER TO MAY	JUNE	TOTAL
Satisfied	10	34	44
Dissatisfied	2	10	12
Totals	12	44	56

$$\chi^2 = .037 \quad \text{d.f.} = 1 \quad \text{Sig.} = \text{NSD}$$

IX. FINANCIAL REMUNERATION AND MARTIAL STATUS

REMUNERATION	MARITAL STATUS		
	MARRIED	SINGLE	TOTAL
Less than \$6000	39	12	51
More than \$6000	12	4	16
Totals	51	16	67

$$\chi^2 = 1.330 \quad \text{d.f.} = 1 \quad \text{Sig.} = \text{NSD}$$

X. FINANCIAL REMUNERATION AND CREITS EARNED

CREDITS	REMUNERATION		
	LESS THAN \$6000	MORE THAN \$6000	TOTALS
81 Credits or Less	21	5	26
82 Credits or More	32	9	41
Totals	53	14	67

$\chi^2 = .001$ d.f. = 1 Sig. = NSD

XI. FINANCIAL REMUNERATION AND INTELLIGENCE

INTELLIGENCE	REMUNERATION		
	LESS THAN \$6000	MORE THAN \$6000	TOTALS
109 or Less	52	7	59
110 or Above	1	7	8
Totals	53	14	67

$\chi^2 = 20.020$ d.f. = 1 Sig. = 1 per cent level

XI. FINANCIAL REMUNERATION AND TIME OF DROP-OUT

DROP-OUT TIME	REMUNERATION		
	\$6000 OR LESS	\$6000 OR MORE	TOTALS
September to May	45	8	53
June	8	6	14
Totals	53	14	67

$\chi^2 = 3.621$ d.f. = 1 Sig. = NSD

XII. FINANCIAL REMUNERATION AND PAST-SCHOOL EXPERIENCES

A. ELEMENTARY

REMUNERATION	EXPERIENCES		
	PLEASANT	UNPLEASANT OR NEITHER	TOTALS
Less Than \$6000	28	25	53
More Than \$6000	10	4	14
Totals	38	29	67

$\chi^2 = 2.401$ d.f. = 1 Sig. = NSD

B. JUNIOR HIGH

REMUNERATION	EXPERIENCES		
	PLEASANT	UNPLEASANT OR NEITHER	TOTALS
Less Than \$6000	37	16	53
More Than \$6000	12	2	14
Totals	49	18	67

$\chi^2 = 2.595$ d.f. = 1 Sig. = NSD

C. SENIOR HIGH

REMUNERATION	EXPERIENCES		
	PLEASANT	UNPLEASANT OR NEITHER	TOTALS
Less Than \$6000	38	14	53
More Than \$6000	9	5	14
Totals	47	19	67

$\chi^2 = .119$ d.f. = 1 Sig. = NSD

XIV. MORE EDUCATION AND CREDITS EARNED

MORE EDUCATION	CREDITS EARNED		
	81 OR LESS	82 OR MORE	TOTALS
Yes	27	31	58
No	7	9	16
Totals	34	40	74

$\chi^2 = .007$ d.f. = 1 Sig. = NSD

XV. MORE EDUCATION AND LENGTH OF EMPLOYMENT

MORE EDUCATION	LENGTH OF EMPLOYMENT		
	LESS THAN FOUR YEARS	MORE THAN FOUR YEARS	TOTALS
Yes	2	5	48
No	4	6	10
Totals	5	1	58

$\chi^2 = .000$ d.f. = 1 Sig. = NSD

XVI. MORE EDUCATION AND INTELLIGENCE

MORE EDUCATION	INTELLIGENCE		
	109 OR LESS	110 OR MORE	TOTALS
Yes	35	23	58
No	8	8	16
Totals	43	31	74

$\chi^2 = .218$ d.f. = 1 Sig. = NSD

XVII. SATISFACTION WITH EDUCATION AND CREDITS EARNED

EDUCATION SATISFACTION	CREDITS EARNED		
	81 OR LESS	82 OR MORE	TOTALS
Yes	23	31	54
No	11	9	20
Totals	34	40	74

$\chi^2 = 1.650$ d.f. = 1 Sig. = NSD

XVIII. SATISFACTION WITH EDUCATION AND LENGTH OF EMPLOYMENT

EDUCATIONAL SATISFACTION	LENGTH OF EMPLOYMENT		
	LESS THAN 4 YEARS	MORE THAN 4 YEARS	TOTALS
Yes	21	19	40
No	5	13	18
Totals	26	32	58

$\chi^2 = 2.149$ d.f. = 1 Sig. = NSD

XIX. SATISFACTION WITH EDUCATION AND INTELLIGENCE

EDUCATIONAL SATISFACTION	INTELLIGENCE		
	109 OR LESS	110 OR MORE	TOTALS
Yes	36	23	59
No	7	8	15
Totals	43	31	74

$\chi^2 = 1.508$ d.f. = 1 Sig. = NSD

XX. CREDITS EARNED AND JOB STABILITY

JOB STABILITY	CREDITS EARNED		
	81 OR LESS	82 OR MORE	TOTALS
Yes	15	18	33
No	15	26	41
Totals	30	44	74

$\chi^2 = .557$ d.f. = 1 Sig. = NSD

XXI. CREDITS EARNED AND ASSET VALUATION

ASSETS	CREDITS EARNED		
	81 OR LESS	82 OR MORE	TOTALS
More than \$6000	17	22	39
Less than \$6000	17	18	35
Totals	34	40	74

$\chi^2 = .439$ d.f. = 1 Sig. = NSD

XXII. CREDITS EARNED AND PAST-SCHOOL EXPERIENCE

A. ELEMENTARY

CREDITS EARNED	EXPERIENCES		
	PLEASANT	PLEASANT OR NEITHER	TOTALS
81 or Less	20	14	34
82 or More	23	17	40
Totals	43	31	74

$\chi^2 = .014$ d.f. = 2 Sig. = NSD

B. JUNIOR HIGH

CREDITS EARNED	EXPERIENCES		
	PLEASANT	UNPLEASANT OR NEITHER	TOTALS
81 or Less	24	10	34
82 or More	31	9	40
Totals	55	19	74

$\chi^2 = .893$

d.f. = 1

Sig. = NSD

C. SENIOR HIGH

CREDITS EARNED	EXPERIENCES		
	PLEASANT	UNPLEASANT OR NEITHER	TOTALS
81 or Less	24	10	34
82 or More	29	11	40
Totals	53	21	74

$\chi^2 = .194$

d.f. = 1

Sig. = NSD

XXIII. VALUE OF ASSETS AND MORE EDUCATION

MORE EDUCATION	ASSETS		
	\$6000 OR LESS	\$6000 OR MORE	TOTALS
Yes	30	24	54
No	9	11	20
Totals	39	35	74

$\chi^2 = .297$

d.f. = 1

Sig. = NSD

XXIV. VALUE OF ASSETS AND INTELLIGENCE

ASSETS	INTELLIGENCE		
	109 AND BELOW	110 AND ABOVE	TOTALS
\$6000 or Less	20	19	39
\$6000 or More	23	12	35
Totals	43	31	74

$\chi^2 = 2.226$ d.f. = 1 Sig. = NSD

XXV. VALUE OF ASSETS AND MARITAL STATUS

ASSETS	MARITAL STATUS		
	MARRIED	SINGLE	TOTALS
\$6000 or Less	23	12	35
\$6000 or More	28	4	32
Totals	51	16	67

$\chi^2 = 5.645$ d.f. = 1 Sig. = 5 per cent level

XXVI. VALUE OF ASSETS AND TIME OF DROP-OUT

TIME OF DROP-OUT	ASSETS		
	\$6000 OR LESS	\$6000 OR MORE	TOTALS
September to May	33	26	59
June	7	8	15
Totals	40	34	74

$\chi^2 = .156$ d.f. = 1 Sig. = NSD

ASSETS	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
\$6000 or Less	23	16	39
\$6000 or More	20	15	35
Totals	43	31	74

ASSETS	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
\$6000 or Less	26	13	39
\$6000 or More	29	6	35
Totals	55	19	74

ASSETS	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
\$6000 or Less	27	12	39
\$6000 or More	26	9	35
Totals	53	21	74

$\chi^2 = .547$ d.f. = 1 Sig. = NSD

VIII. OPPORTUNITY FOR ADVANCEMENT AND CREDITS EARNED

ADVANCE OPPORTUNITY	CREDITS EARNED		
	81 OR LESS	82 OR ABOVE	TOTALS
Yes	17	27	44
No	9	3	12
Totals	26	30	56

$$\chi^2 = 6.58 \quad \text{d.f.} = 1 \quad \text{Sig.} = 5 \text{ per cent level}$$

XXIX. OPPORTUNITY FOR ADVANCEMENT AND INTELLIGENCE

ADVANCE OPPORTUNITY	INTELLIGENCE		
	109 OR LESS	110 OR MORE	TOTALS
Yes	28	16	44
No	7	5	12
Totals	35	21	56

$$\chi^2 = .014 \quad \text{d.f.} = 1 \quad \text{Sig.} = \text{NSD}$$

XXX. OPPORTUNITY FOR ADVANCEMENT AND REMUNERATION

ADVANCE OPPORTUNITY	REMUNERATION		
	\$6000 OR LESS	\$6000 OR MORE	TOTALS
Yes	36	8	44
No	10	2	12
Totals	46	10	56

$$\chi^2 = .289 \quad \text{d.f.} = 1 \quad \text{Sig.} = \text{NSD}$$

XXXI. OPPORTUNITY FOR ADVANCEMENT AND TIME OF DROP-OUT

ADVANCE OPPORTUNITY	TIME OF DROP-OUT		
	SEPTEMBER TO MAY	JUNE	TOTALS
Yes	9	35	44
No	3	9	12
Totals	12	44	56

$\chi^2 = .543$ d.f. = 1 Sig. = NSD

XXXII. JOB STABILITY AND TIME OF DROP-OUT

JOB STABILITY	TIME OF DROP-OUT		
	SEPTEMBER TO MAY	JUNE	TOTALS
Yes	9	19	28
No	3	27	30
Totals	12	46	58

$\chi^2 = 3.083$ d.f. = 1 Sig. = NSD

XXXIII. JOB STABILITY AND INTELLIGENCE

JOB STABILITY	INTELLIGENCE		
	109 OR LESS	110 AND ABOVE	TOTALS
Yes	16	17	33
No	27	14	41
Totals	43	31	74

$\chi^2 = 3.036$ d.f. = 1 Sig. = NSD

XXXIV. JOB STABILITY AND PAST-SCHOOL EXPERIENCE

A. ELEMENTARY

JOB STABILITY	EXPERIENCE			TOTALS
	PLEASANT	UNPLEASANT	NEITHER	
Yes	16	5	9	30
No	22	3	12	37
Totals	38	8	21	67

$\chi^2 = 1.526$ d.f. = 2 Sig. = NSD

B. JUNIOR HIGH

JOB STABILITY	EXPERIENCE		TOTALS
	PLEASANT	UNPLEASANT AND NEITHER	
Yes	23	8	30
No	27	9	37
Totals	50	17	67

$\chi^2 = .128$ d.f. = 1 Sig. = NSD

C. SENIOR HIGH

JOB STABILITY	EXPERIENCE		TOTALS
	PLEASANT	UNPLEASANT AND NEITHER	
Yes	24	6	30
No	24	13	37
Totals	48	19	67

$\chi^2 = 1.197$ d.f. = 1 Sig. = NSD

XL. OPPORTUNITY FOR ADVANCEMENT AND MARITAL STATUS

OPPORTUNITY FOR ADVANCEMENT	MARITAL STATUS		
	MARRIED	SINGLE	TOTAL
Yes	33	9	42
No	10	2	12
Totals	43	11	54

$\chi^2 = .589$ d.f. = 1 Sig. = NSD

XLI. MARITAL STATUS AND JOB STABILITY

MARITAL STATUS	JOB STABILITY		
	YES	NO	TOTAL
Married	22	23	45
Single	6	7	13
Totals	28	30	58

$\chi^2 = .019$ d.f. = 1 Sig. = NSD

XLII. EMPLOYER SATISFACTION AND EMPLOYEE SATISFACTION

EMPLOYEE SATISFACTION	EMPLOYER SATISFACTION		
	YES	NO	TOTAL
Yes	34	6	40
No	10	4	14
Totals	44	10	54

$\chi^2 = .526$ d.f. = 1 Sig. = NSD

XXXVI. EMPLOYER SATISFACTION AND PAST-SCHOOL EXPERIENCES

A. ELEMENTARY

EMPLOYER SATISFACTION	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTAL
Yes	27	17	44
No	5	5	10
Totals	32	22	54

$\chi^2 = .003$ d.f. = 1 Sig. = NSD

B. JUNIOR HIGH

EMPLOYER SATISFACTION	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTAL
Yes	34	10	44
No	7	3	10
Totals	41	13	54

$\chi^2 = .006$ d.f. = 1 Sig. = NSD

C. SENIOR HIGH

EMPLOYER SATISFACTION	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTAL
Yes	30	14	44
No	9	1	10
Totals	39	15	54

$\chi^2 = .941$ d.f. = 1 Sig. = NSD

XXXVII. OPPORTUNITY FOR ADVANCEMENT AND PAST-SCHOOL EXPERIENCE

A. ELEMENTARY

ADVANCEMENT OPPORTUNITY	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
Yes	27	15	42
No	5	7	12
Totals	32	22	54

$\chi^2 = 1.151$ d.f. = 1 Sig. = NSD

B. JUNIOR HIGH

ADVANCEMENT OPPORTUNITY	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
Yes	33	9	42
No	8	4	12
Totals	41	13	54

$\chi^2 = .016$ d.f. = 1 Sig. = NSD

C. SENIOR HIGH

ADVANCEMENT OPPORTUNITY	EXPERIENCES		
	PLEASANT	UNPLEASANT AND NEITHER	TOTALS
Yes	31	11	42
No	8	4	12
Totals	39	15	54

$\chi^2 = .001$ d.f. = 1 Sig. = NSD

XXXVIII. EMPLOYER SATISFACTION AND TIME OF DROP-OUT

EMPLOYER SATISFACTION	TIME OF DROP-OUT		
	SEPTEMBER TO MAY	JUNE	TOTALS
Yes	10	34	44
No	1	9	10
Totals	11	43	54

$\chi^2 = .002$ d.f. = 1 Sig. = NSD

XXXIX. EMPLOYER SATISFACTION AND JOB STABILITY

EMPLOYER SATISFACTION	JOB STABILITY		
	YES	NO	TOTALS
Yes	19	25	44
No	7	3	10
Totals	26	28	54

$\chi^2 = 3.673$ d.f. = 1 Sig. = NSD

XL. EMPLOYEE SATISFACTION AND MORE EDUCATION GAINED

EMPLOYEE SATISFACTION	MORE EDUCATION GAINED		
	YES	NO	TOTALS
Yes	33	7	40
No	12	2	14
Totals	45	9	54

$\chi^2 = 1.339$ d.f. = 1 Sig. = NSD

XLI. EMPLOYER SATISFACTION AND MORE EDUCATION GAINED

MORE EDUCATION	EMPLOYER SATISFACTION		
	YES	NO	TOTALS
Yes	37	8	45
No	7	2	9
Totals	54	10	54

$\chi^2 = .024$ d.f. = 1 Sig. = NSD

XLII. OPPORTUNITY FOR ADVANCEMENT AND MORE EDUCATION GAINED

OPPORTUNITY FOR ADVANCEMENT	MORE EDUCATION GAINED		
	YES	NO	TOTALS
Yes	36	3	43
No	9	3	12
Totals	45	9	54

$\chi^2 = .192$ d.f. = 1 Sig. = NSD

XLIII. FINANCIAL REMUNERATION AND MORE EDUCATION GAINED

FINANCIAL REMUNERATION	MORE EDUCATION GAINED		
	YES	NO	TOTALS
Less Than \$6000	38	8	46
More Than \$6000	10	2	12
Totals	48	10	58

$\chi^2 = .197$ d.f. = 1 Sig. = NSD

XLIV. JOB STABILITY AND MORE EDUCATION GAINED

JOB STABILITY	MORE EDUCATION GAINED		
	YES	NO	TOTALS
Yes	23	25	48
No	5	5	10
Totals	28	30	58

$\chi^2 = .218$ d.f. = 1 Sig. = NSD

XLV. EMPLOYEE SATISFACTION AND MARITAL STATUS

MARITAL STATUS	EMPLOYEE SATISFACTION		
	YES	NO	TOTALS
Married	32	11	43
Single	8	3	11
Totals	40	14	54

$\chi^2 = .073$ d.f. = 1 Sig. = NSD

XLVI. EMPLOYER SATISFACTION AND MARITAL STATUS

MARITAL STATUS	EMPLOYER SATISFACTION		
	YES	NO	TOTALS
Yes	35	8	43
No	9	2	11
Totals	44	10	54

$\chi^2 = .218$ d.f. = 1 Sig. = NSD

XLVII. JOB STABILITY AND MORE EDUCATION GAINED

JOB STABILITY	MORE EDUCATION GAINED		
	YES	NO	TOTALS
Yes	23	25	48
No	5	5	10
Totals	28	30	58

$\chi^2 = .218$ d.f. = 1 Sig. = NSD

XLVIII. EMPLOYEE SATISFACTION AND MARITAL STATUS

MARITAL STATUS	EMPLOYEE SATISFACTION		
	YES	NO	TOTALS
Married	32	11	43
Single	8	3	11
Totals	40	14	54

$\chi^2 = .073$ d.f. = 1 Sig. = NSD

XLIX. EMPLOYER SATISFACTION AND MARITAL STATUS

MARITAL STATUS	EMPLOYEE SATISFACTION		
	YES	NO	TOTALS
Married	35	8	43
Single	9	2	11
Totals	44	10	54

$\chi^2 = .218$ d.f. = 1 Sig. = NSD

L. EMPLOYER SATISFACTION AND OPPORTUNITY FOR ADVANCEMENT

EMPLOYER SATISFACTION	OPPORTUNITY FOR ADVANCEMENT		
	YES	NO	TOTAL
Yes	31	9	40
No	11	3	14
Totals	42	12	54

$$\chi^2 = .210$$

$$d.f. = 1$$

$$Sig. = NSD$$

LI. ACCRUED ASSETS AND EMPLOYEE SATISFACTION

ACCRUED ASSETS	EMPLOYEE SATISFACTION		
	YES	NO	TOTAL
Less Than \$6000	21	11	32
More Than \$6000	21	5	26
Totals	42	16	58

$$\chi^2 = 2.492$$

$$d.f. = 1$$

$$Sig. = NSD$$

LII. ACCRUED ASSETS AND EMPLOYER SATISFACTION

ACCRUED ASSETS	EMPLOYER SATISFACTION		
	YES	NO	TOTAL
Less Than \$6000	21	8	29
More Than \$6000	23	2	25
Totals	44	10	54

$$\chi^2 = 2.238$$

$$d.f. = 1$$

$$Sig. = NSD$$

LVI. EMPLOYER SATISFACTION AND JOB STABILITY

JOB STABILITY	EMPLOYER SATISFACTION		
	YES	NO	TOTAL
Yes	19	7	26
No	25	3	28
Totals	44	10	54

$\chi^2 = 1.302$ d.f. = 1 Sig. = NSD

LVII. JOB STABILITY AND OPPORTUNITY FOR ADVANCEMENT

JOB STABILITY	OPPORTUNITY FOR ADVANCEMENT		
	YES	NO	TOTAL
Yes	20	6	26
No	24	4	28
Totals	44	10	54

$\chi^2 = .162$ d.f. = 1 Sig. = NSD

LVIII. JOB STABILITY AND FINANCIAL REMUNERATION

JOB STABILITY	FINANCIAL REMUNERATION		
	LESS THAN \$6000	MORE THAN \$6000	TOTAL
Yes	24	5	29
No	23	6	29
Totals	47	11	58

$\chi^2 = .000$ d.f. = 1 Sig. = NSD

LIX. JOB STABILITY AND ACCRUED ASSETS

JOB STABILITY	ACCRUED ASSETS		
	LESS THAN \$6000	MORE THAN \$6000	TOTAL
Yes	18	10	28
No	14	16	30
Totals	32	26	58

$\chi^2 = 1.175$

d.f. = 1

Sig. = NSD

